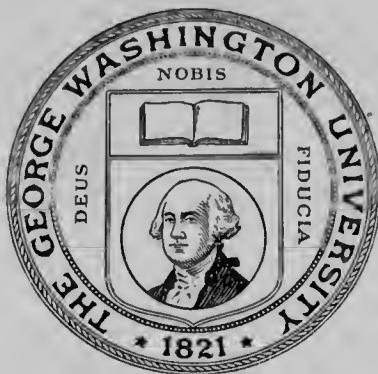


The George Washington University

REPORT OF THE PRESIDENT

1912-13

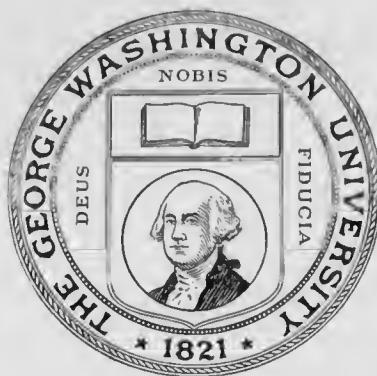


PUBLISHED BY THE UNIVERSITY AT WASHINGTON, D. C.
JANUARY, 1914

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1914

THE GEORGE WASHINGTON UNIVERSITY.

REPORT OF THE PRESIDENT.

WASHINGTON, D. C., January 1, 1914.

To THE CHAIRMAN OF THE BOARD OF TRUSTEES, GEORGE WASHINGTON UNIVERSITY.

SIR: I have the honor to present my report on the University for the academic year 1912-1913, which ended on September 1st, 1913, and on the general affairs of the University up to the date of the report.

There will be found appended reports from the Deans of the various departments of the University for the academic year 1912-1913. Dean Henry Parker Willis, of the College of the Political Sciences, was on leave of absence during the entire academic year, and severed his connection with the University on February 10th, 1913, by resignation, which was accepted with great regret. Statistics in regard to the College of the Political Sciences are therefore incorporated in this report.

The prescribed courses and departments of the University were carried on from the beginning of the academic year, September 25th, 1912, until the University Commencement, June 11th, 1913, there being a maximum registration in all departments of 1,347 students. The largest number of students in attendance at any one time was 1,226. This showing marks a decided increase over the number of the previous year, 1911-1912.

The distribution of the students in the various departments of the University giving the maximum registration was as follows:

School of Graduate Studies.....	92
Columbian College.....	353
College of Engineering and Mechanic Arts.....	195
College of the Political Sciences.....	56
Teachers College.....	87
Department of Law.....	312
Department of Medicine.....	103
Department of Dentistry.....	70
National College of Pharmacy.....	64
College of Veterinary Medicine.....	39
	— 1,372
Duplicates.....	25
Total.....	1,347

The building, 2023 G street N. W., acquired by the University, has now been satisfactorily arranged for the needs of the Department of Arts and Sciences, and from the steadily increasing registration in that Department it is evidently in a situation sufficiently accessible to stu-

dents from the various parts of the city. The payment of the mortgage debt upon this building has begun, and it is hoped in due time to free the building and its adjoining grounds from all mortgage obligations.

It was found that the space in the rear of this building was not sufficient for the proper establishment of the mechanical laboratory for the College of Engineering. Additional property was purchased and the building of the laboratory begun during the past summer, a special fund having been raised for the purpose through the efforts of Gen. Maxwell Van Zandt Woodhull, one of the trustees of the University. The building, when completed, will have, it is expected, the necessary machinery installed in time for use during the second semester of the current year. This erection, with its contents, will give a much-needed addition and restoration for the mechanical work of the College of Engineering.

The want of a Nurses' Home for the Hospital has been obvious for some time, and as the building rented was wanted for other purposes by its owners, a suitable building was purchased for that purpose at the southwest corner of 13th and L streets. This gives us the same amount of room as the rented building and is capable of extension.

The Division of Architecture which was added to the College of Engineering was carried on successfully during the academic year, and the guarantee fund raised by those interested in the instruction in Architecture was not required to be drawn upon by the University. I trust that Architecture will remain a permanent and successful feature in the curriculum of the University.

Because of the cessation of annual subscriptions for the special purpose and a considerable reduction in the numbers in attendance in the College, it was decided by the Board of Trustees to merge the College of the Political Sciences with the Columbian College, and thus save the administrative and other expenditure arising from the separate organizations. This has been successfully done, the Columbian College now offering the courses in Political Science, History, International Law, and Commercial Geography previously offered by the College of the Political Sciences which bear upon a Consular and Diplomatic career. It is considered that the courses now offered by Columbian College will meet the requirements for the examinations for entrance into both the Consular and the Diplomatic Services.

The following table gives the number of students attending the College of the Political Sciences during the year 1912-1913:

Class.	In attend- ance.	Withdrew.	Dropped.	Total.
M. Dip.	2	..	1	3
A. B.	23	4	2	*30
Special	20	9	3	32
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total.....	45	13	6	65

* 1 A. B. student received degree in October.

Of the 65 students registered in the College, 48 were employed during the day in salaried positions, and of these 34 held Government positions. Their average age was 25 years and 6 months. The oldest was 43; the youngest 18.

The maximum number of hours of work carried by any one student was 21. The minimum number of hours carried by a student in regular standing was 2½; by a special student, 1. The average number of hours carried by the student in regular standing was 10; by the special student, 3.

The following table shows the hours of work carried by these students, divided among the various University subjects:

Topic.	Special.	Regular.	Total.	Per cent
Economics	32	67	99	33.5
History	10	37	47	16.
Political Science.....	4½	36	40½	13.5
English	1	33½	34½	11.5
International Law.....	6½	20½	27	9.
German	3	12½	15½	5.
Spanish	3	6	9	3.
French	1½	6	7½	2.5
Psychology .....	..	6	6	
Geology .....	..	5	5	
Physics .....	..	3	3	
Chemistry .....	..	2½	2½	
Total.....	61½	235	296½	100.

Previous to the past year the President of the University had been assigned to the duty of Acting Dean of the Department of Arts and Sciences, which consists now of the Columbian College, the College of Engineering, the Teachers College, and the School of Graduate Studies. The intimate relationship and interweaving of the courses of the various parts of this Department necessitated a closer attention to the various parts as a natural unit than could be given by the President, and consequently a separate Dean became a necessity both to relieve the President and to attain increased efficiency. Consequently, on the 10th of December, 1912, Dean Howard L. Hodgkins, of the College of Engineering, was appointed by the Board of Trustees to the position of Dean of the Department of Arts and Sciences, in addition to that already held by him as Dean of the College of Engineering. This gives the department a more positive organization, especially in matters of common interest, and prevents independent action leading to confusion in regard to subjects that pertain to the Department as a whole.

University Library.

	Volumes
The total number of volumes in the Arts and Sciences library (of which number 10,759 are unbound) is.....	37,974
The law library contains in all.....	5,901
The medical library contains.....	1,618
Making a total in the University Library of.....	45,493

This is an apparent reduction in the University library, but this decrease is due mainly to the fact that the law and medical libraries were heretofore carried in round numbers. The supervision over all of the libraries is now much closer than ever before and the number of books lost or mislaid has been reduced to a minimum.

Although the space assigned for the library of the Department of Arts and Sciences is better suited for library purposes than any hitherto used, it is nevertheless cramped and gives an inadequate idea of the resources of this library. A separate fireproof library building is one of the needs of the University. The space now occupied by the library is desirable for class-rooms, and could the library be moved into a building of its own, two great wants would thus be met.

The report of the Treasurer of the University, issued separately, shows an improved financial condition over the previous year, although we acquired the University building and a Nurses' Home, besides erecting the mechanical laboratory, with a consequent purchase of additional ground.

The appended reports show the workings of the different schools and the activities and composition of the students in the various departments of the University. In order to study the future policy of the University, it is necessary to make such a diagnosis of the present situation; and the information gathered in this way, incomplete as it may be, enables us largely to grasp the situation. This study must also be coupled with one based upon the peculiar circumstances attendant upon Washington, which is not only the political center of the nation, but is also becoming, from the necessity of applied science to governmental effort, no mean scientific center, with growing literary, artistic, and musical interests. The Library of Congress, with its magnificent collections, stands alone in its peculiar sphere in the nation and has but few equals or superiors in the civilized world.

The University, properly conducted, has, first of all, a large constituency for its afternoon hours, composed of mature, intelligent men and women employed in private and public pursuits. From this body all departments of the University receive the larger portion of their students, except that of Medicine, which latter Department has adopted standards compelling full time attendance throughout the day, thus ruling out persons employed during part of the time. With this exception a student capital is always at hand, giving us an unusually stimulating and stable personnel to build upon in the undergraduate, graduate, and professional schools.

To these students can be added others—young men and women graduates of the excellent high schools of the public school system of the District of Columbia, and still others resident in Washington and the vicinity. The fact that the George Washington University is the only existing non-partisan, non-sectarian University in the District of Columbia appeals to all classes of students.

The registration for the coming year of 1913-1914 in the Columbian College exceeds that of the Columbian College and of the College of the Political Sciences last year combined, so apparently there has been no loss in student force by the merging of the two institutions. It is hoped that the University will continue to play a leading part as a source of supply for the consular and diplomatic services. There is no employment under the Government that requires to a greater extent educated men of high character supplemented by special training and knowledge. It has been a reflection upon the past policy of our Government that the greater the capacity and success of a member of either the consular or diplomatic service, duly followed by his promotion, has by this very promotion led to the greater possibility of his summary removal to make place for unqualified persons. Fortunately now these services have a more permanent tenure. The questions pending and unsettled of a diplomatic nature between ourselves and other countries are certainly of a sufficiently grave and complicated nature to show the necessity for men with very considerable personal and professional qualifications for our diplomatic positions.

The Consular service in particular is constantly growing and broadening in its duties, and is already so wide reaching that the necessity of special training has become evident to the most superficial observer. The entrance requirements should be high and the permanence of tenure should continue to be certain. The mercantile and commercial interests of our country are so much concerned that they have added to the demand for a high order of men in this service.

Buildings are needed for the better housing and development of the University. These needs include a Science Hall for the chemical and other laboratories, an Auditorium with class-rooms, a library building, besides requirements mentioned elsewhere. Buildings and grounds, however, though necessary as shelter, are secondary, especially with costly architectural effects, to the need of an adequate and competent teaching staff properly compensated for their work. I therefore urge upon the friends and alumni of the University, as directly conducive to this end, the need of the completion of the fund now being raised for general needs of the University, also that for the endowment of professorships, as well as an increase in the general endowment funds of the University.

The current year has opened with a greatly increased registration, and the favorable outlook should stir the friends of the University to increased efforts in behalf of an institution providing an education, professional and general, for those who, by their industry and capacity, by their sacrifices, and even by their privations, richly deserve to reach that attainment which is not only of service to them personally, but to the country of which they are citizens and rulers.

C. H. STOCKTON,
President.

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit the following report in regard to the Department of Arts and Sciences for the session of 1912-13.

The work of the Department was divided into administrative departments as follows:

The School of Graduate Studies.

Columbian College.

The College of Engineering and Mechanic Arts.

The Teachers College.

The College of the Political Sciences.

At the close of the session the College of the Political Sciences was discontinued as an administrative division and its work merged with Columbian College.

Each College had its Dean, who was charged with the administrative duties connected with the particular work of the College, and who had jurisdiction over the enrollment of the students and the care of the students during the session.

The total enrollment for the session was 778, which was 45 more than during the previous session. This enrollment represented 58 per cent of the students in the University. The number of men was 525 and the number of women was 253.

There were given 138 courses of study, with 284 lecture or recitation hours and 70 laboratory or drawing periods a week, an aggregate of 354 units of work. This means that there was an average of 59 classes each day of the week.

A few classes met at 8:00 A. M., but in general the classes met during the eight recitation periods, beginning at 9:15 A. M. and closing at 6:40 P. M. The chemical laboratories and the drawing-rooms were open every night until 10:30 P. M., and the physical, electrical, and dynamo laboratories were open on two nights of the week.

Because of the large number of students who are in the Government service and who attend for the two periods from 5:00 to 6:40 P. M., the number of classes meeting during these periods is larger than for any other two periods of the day, and our class-room facilities are fully utilized during these periods. In fact, we shall soon need additional class-rooms to accommodate the students if the enrollment continues to increase at the rate now indicated.

That we need additional members on the teaching staff is well known, but I wish to call particular attention to our need for an instructor giving full time to the work in Biology, and also to our need of a man to take charge of Physics, which is now combined with Mathematics.

The completion of the new Mechanical Laboratory will add very much to our work in engineering, and will make it possible for us to do in our own laboratories what we have been compelled to do at the sacrifice of efficiency in other places.

Our most pressing need in material equipment is a new science building to house the work in Chemistry, in Biology, and perhaps in Physics. Our work in Biology is certain to develop, and even now the rooms assigned to it are too small. The inconveniences resulting from having the work in Chemistry in the Medical Building, nearly fifteen minutes distant from the other buildings, are very trying and deter some students from taking the work. Could this work be placed in a building near our other buildings, it would be an important addition to our facilities and would result in greatly increased efficiency.

I wish to express my appreciation of the helpful coöperation I have received from all my colleagues on the Faculty in the performance of the duties of my office.

Respectfully submitted,

H. L. HODGKINS,
Dean, Department of Arts and Sciences.

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I would submit the following report on Columbian College for the college year 1912-13. The registration for the year as published in the current catalogue was as follows:

Candidates for A. B. degree.....	184
Candidates for S. B. degree.....	2
Candidates for B. S. in Chemistry degree.....	44
Special	120
Auditors	3
	353

The Special students, including three Auditors, constituted 34.8 per cent of the entire registration. About 40 per cent of the Special students were fully prepared for college. A considerable number of these had college degrees; the others had advanced standing. This means that of our entire student registration in Columbian College last year all but 20 per cent were fully prepared for regular college courses for degrees, and this 20 per cent who lacked such preparation was made up of mature students properly qualified for the special work for which they registered. These figures from registration and the reports likewise from the professors, indicate that we had a student body of particularly good quality, making it possible to pursue our work unhindered by inadequate preparation.

The classification of the student body in the four classes was as follows:

Freshman Class	80
Sophomore Class	73
Junior Class	41
Senior Class	36
Special students	120
Auditors	3
	353

This classification is made as follows: The designated classes are regular students only. The Freshman Class is constituted of all first-year students entering upon the beginning of the college course. The Sophomore Class is constituted of all other students having credit up to and including twenty-six hours. The Junior Class is constituted of all other students excepting those who plan to graduate in the year of registration. The Senior Class is constituted of all students planning to graduate in the year of registration. The Special student class is constituted of students who are substantially deficient in the admission requirements but qualified in the subjects for which they are registered, or students entirely qualified in the admission requirements but pursuing selected subjects without reference to curriculum requirements for a degree.

The figures submitted in December of last year stated that 44 per cent of the entire registration was on certificates from the Washington High Schools. It is in general correct to say that about half of our students have the excellent preparation of the Washington High Schools. The larger part of those who come from out of town bring certificates from high schools that are accredited in their several States.

The statistics of graduation from Columbian College in the various courses for degrees through the year are as follows:

Bachelor of Arts.....	30
Bachelor of Science in Chemistry.....	6
	<hr/> 36

The developments of the year in Columbian College emphasize the importance of strengthening the curriculum in every possible way, with reference, first, to the political and social sciences in order to continue adequately the work of the College of the Political Sciences now merged in Columbian College; and, second, the natural sciences in order to prepare adequately for the higher requirements for admission to the Department of Medicine. The situation with respect to the Political Sciences is as follows:

The first venture of this institution in the field of the Consular and Diplomatic Service was the establishment in 1898 of the School of Jurisprudence and Diplomacy, at the opening of which President McKinley was present and gave the address. This was planned as a graduate law school, and the law men were interested in it. In 1907 the plan was modified in the establishment of the College of the Political Sciences, which was established as a college of arts, specialized in its curriculum requirements in political science studies, with training for diplomatic and consular service as its chief motive. It was thought that our situation in Washington made this natural and possible. We had students registered in the College of the Political Sciences as follows: 1907-08, 61; 1908-09, 89; 1909-10, 64; 1910-11, 77;

1911-12, 91; 1912-13, 56. Last year the Trustees further modified the plan of these studies by merging the College of the Political Sciences with Columbian College. Group IV of our curriculum, emphasizing the political and social sciences, is the political science group taken by all of those who are pursuing courses in preparation for the Consular or Diplomatic Service. There are this year registered in Group IV, the Political Science Group in Columbian College, 85, 19 per cent of the entire college registration. As the entire registration in the College is 26 ahead of the aggregate of the registration of last year in Columbian College and the College of the Political Sciences, and other conditions are in accord with this increase, we believe there is a wholesome growth in the interest in these subjects in Washington. We have not had the financial resources to develop them as fully as we should like, but we have had a well-rounded curriculum of political science subjects and excellent men, including the coöperation of some Government specialists in this field. Personally I would express the opinion that our experience indicates that the demand for highly specialized instruction of this sort is not as great as was thought at the beginning. About three years ago information from the State Department was to the effect that 21 students from our courses of study had entered the Diplomatic and Consular Service, and figures published last year—for which, however, I cannot give a specific reference—were to the effect that George Washington University is second in the number of its men in the Government service. This large representation of our men is due, I think, as much to our position in Washington and to the fact that the District of Columbia figures very largely in the Government service, as it is to the political science features of our curriculum. It is desirable to develop these courses. The interest in them is always present, and I believe this interest will be growing stronger from year to year.

The situation with respect to the natural sciences in pre-medical courses is as follows:

Our Department of Medicine is one of the "Class A" medical colleges of the American Medical Association, following the requirements of the Council on Medical Education of that Association. In the University catalogue of last year we formulated two curriculum groups forming combination courses with the four-year course in the Department of Medicine. The first combination course is the seven-year course for the degrees of Bachelor of Arts and Doctor of Medicine; the second combination course is a six-year course for the degrees of Bachelor of Science in Medicine and Doctor of Medicine. These are planned for regular college students intending to take college degrees. On January 1, 1914, the requirement for entrance to the Medical School becomes a one-year pre-medical course of specified subjects. The subjects that are emphasized in all of these pre-medical groups are the natural sciences—Chemistry, Physics, and Biology (Zoölogy)

and Botany). The requirement for entrance to the Medical School in the immediate future will bring about a registration of students in the College for a one-year pre-medical course, taking the necessary subjects for entering the Department of Medicine. In preparation for this the need of Columbian College in Biology is so great as to make desirable a substantial increase in the budget for the teaching staff and for apparatus. Up to this time Zoölogy and Botany have been to a considerable extent regarded as merely important electives. With a new obligation to the Department of Medicine they are on a very different basis. They must be planned for as an essential part of the curriculum. This new situation in pre-medical study will emphasize the importance likewise of an addition to the staff in the teaching of Physics. The one-year pre-medical students will take the morning laboratory periods in Physics, and the lecture course designed for college students rather than for Engineering students. These are developments of the curriculum.

We have in addition problems of growth. Freshman English is a required subject for all regular students in all the Colleges of the Department of Arts and Sciences. This is taught in two divisions, aggregating in registration in the year 1912-13 about one hundred and fifty, and the registration in this course is increasing each year. It is important that there should be considerable theme writing, and the present provision for the reading and correction of themes is inadequate.

The record of the year 1912-13, the needs that have arisen, are all wholesome indications—a well-prepared student body, an increasing registration, problems of growth, and the new demands incident to the development of our Department of Medicine.

The facts with respect to Columbian College registration and graduation emphasize the importance of the service rendered to the District of Columbia. Practically half of our incoming students bring certificates from the city high schools. In addition, many who bring certificates from elsewhere have become permanent residents of Washington. The larger part of the Washington young people who study with us and receive college degrees would be financially unable to leave Washington for a college education. The absence of opportunities for undergraduate higher education in Washington would mean the withdrawal from public service of all that class that at present is qualified by undergraduate University study. This would be a loss of considerable magnitude in the Civil Service and in the community life of Washington. The three hundred and fifty-three students registered in Columbian College during the year 1912-13, and the thirty-six students who graduated from Columbian College during the year, constitute a mute appeal against the annual plan for a National University, coupled with hostility to this institution and no provision for undergraduate education. Columbian College is doing a service of great importance

to the District of Columbia. An increase of its resources would permit this service to be rendered to a much larger number at present without the opportunities of higher education. There is no other provision for the service we render. The importance of this service to the individual and to the community is so great that it dignifies all the college work.

Respectfully submitted,

WILLIAM ALLEN WILBUR, *Dean.*

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit the following report in regard to the College of Engineering for the session 1912-13.

The total registration for the session was as follows:

Former students of the College of Engineering.....	87
New students	99
Students previously registered in other departments of the University.....	10
 Total.....	 196
Number of men.....	194
Number of women.....	2

These students may be classified as follows:

Candidates for Degrees.

	Freshmen.	Sophomores.	Juniors.	Seniors.	Total.
Arch.	5	2	8	..	15
C. E.	13	9	23	6	51
E. E.	6	4	11	5	26
M. E.	9	6	8	1	24
 Special students	 33	 20	 49	 12	 116
 Total.....	 80				 196

In years of attendance students are classified as follows:

One year	96
Two years	26
Three years	30
Four years	17
Five years	15
Six years	6
Seven years	1
Eight years	2
 Total.....	 196

The youngest student was 17 years old and the oldest was 43 years old. The average age was about 23 years.

Regular students were admitted to advanced standing on certificates from the following institutions:

- 1 George Washington University.
(A. B. of Columbian College.)
- 2 Columbia University.
- 1 Washington and Lee University.
- 1 Rensselaer Polytechnic Institute.
- 1 Lafayette University.
- 1 Catholic University.
- 1 West Point Military Academy.
- 1 Virginia Polytechnic Institute.
- 1 Valparaiso University.
- 1 Cooper Union, N. Y.
- 1 Cornell University.

Special students were admitted to advanced courses on presentation of evidence of work at the following institutions:

- 1 City College, New York.
- 1 Columbia University.
- 1 University of Michigan.
- 1 Yale University.
- 1 University of Arkansas.
- 1 Throop Polytechnic Institute.
- 1 Brigham Young University.
- 1 Cadet School, Revenue Cutter Service.
- 1 Pennsylvania State Normal School.
- 1 Connecticut Agricultural College.
- 1 New York University.
- 3 George Washington University.
- 1 University of Nebraska.

Students held degrees as follows:

- 1 B. S. in C. E. George Washington University.
- 3 A. B. George Washington University.
- 1 M. E. Columbia University.
- 1 A. M. Washington and Lee University.
- 1 A. B. Yale University.
- 1 S. B. George Washington University.

Students admitted presented evidence of graduation or of work done at the following secondary schools:

McKinley High School.....	31
Central High School.....	2
Western High School.....	4
Eastern High School.....	2
Business High School.....	2
Emerson Institute.....	11
Young Men's Christian Association.....	5
Friends School.....	2
Hall-Noyes School.....	1
Columbia School.....	1
Pearson School.....	1
Crocketts School.....	5

St. Patrick's Academy.....	I
Stuyvesant High School, New York City.....	I
Evening High School New York City.....	I
Bible Teachers Training School, New York City.....	I
Cobleskill High School, New York.....	I
Waterville High School, Maine.....	I
Steelton High School, Pennsylvania.....	I
Kansas City High School.....	I
Philadelphia High School.....	I
Indianapolis High School.....	I
Cedar Valley Seminary, Iowa.....	I
Osage High School, Iowa.....	I
Logan County High School, Oklahoma.....	I
Washington County High School, Maryland.....	I
Reisterstown High School, Maryland.....	I
George Washington High School, Virginia.....	I
Williamsburg Institute, Kentucky.....	I
Marinette High School, Wisconsin.....	I

In a number of instances an entering student had had work at more than one of these preparatory schools.

Of the 99 new students, 40 were registered as candidates for degrees and 59 as special students. Of the 40 regular students, 13 were admitted to advanced standing on evidence of work done at other institutions of a college grade. The 27 remaining regular students had the following admission credits and conditions:

Students.	Admission credits.	Conditions.
3.....	15½	...
5.....	15	...
2.....	15	2
1.....	15	2½
1.....	15	4
2.....	14½	1
1.....	14½	½
1.....	14	4
1.....	13½	1½
1.....	13	4½
1.....	12½	3
1.....	12½	4
1.....	12½	5
1.....	12	3
1.....	11½	4
1.....	11	4
1.....	10½	4½
1.....	10½	5½

In addition to these conditions, 3 students admitted to advanced standing were charged with 6 condition-units in languages.

The total number of conditions charged against students is 67½. These conditions were in the following subjects:

Modern Languages.....	49½
Mathematics	8
Physics	1
Chemistry	4
Electives	5

It will be seen that three-fourths of the conditions imposed were in modern languages. This arises largely from the fact that we require a student to present four units of preparatory work in modern languages, which means that he must study a modern language for four years in a high school. It is quite possible for a student to graduate from a high school without any study of a modern language, and in such a case he may have 15 admission credits, and yet be marked conditioned on entrance to our engineering course. We require, also, four years of high school work in mathematics, and a student may graduate from the non-technical high schools with only two or three years of mathematics.

These conditions are removed by the student taking extra courses in languages and mathematics. A condition in Physics or Chemistry is usually removed after the student has completed the required college courses in those subjects.

The 40 regular students admitted may be classified as follows:

Admitted to advanced standing from other institutions of a college grade.....	13
Graduates of secondary schools.....	22
Unconditioned	8
Conditioned	14
Non-graduates of secondary schools.....	5
Unconditioned	0
Conditioned	5

During the year the total number of withdrawals, voluntary or forced, was 53.

These withdrawals were for the following reasons:

Withdrawals immediately after registration because of change of plans or inability to attend classes at hours fixed	4
Death in family.....	3
Sickness	3
Departure from city.....	4
Change of plans.....	7
Unanticipated changes of outside work and consequent inability to continue studies.....	12
Unsatisfactory work in studies.....	9
Lack of money.....	4
Dropped for non-payment of fees.....	4
Withdrew at end of first term because of completion of courses desired	3

The registrations were as follows:

From October 1.....	184
" November 1	1
" December 1	3
" February 1	8
Total.....	196

The withdrawals were as follows:

From October 1.....	4
" November 1	2
" December 1	14 (1 dropped)
" January 1	4 (1 ")
" February 1	17 (2 ")
" March 1	6
" April 1	2
" May 1	4

The number in attendance each month was as follows:

October	180
November	179
December	168
January	164
February	155
March	149
April	147
May	143

Average..... 161

Seven of the students who withdrew during the session have re-entered for the session of 1913-14.

As usual, many changes of studies were made by the students during the session. As a rule, few changes are made by the students who give their entire time to college work, but many are made by the afternoon students. Many students attempt more studies than they are able to continue satisfactorily, and after one or two months find it necessary to discontinue one or more courses in order to complete properly the other subjects. This, of course, is a wise proceeding, and is often done on the initiative and advice of the Dean when reports from instructors indicate that the student is not able to carry all the subjects for which he has registered.

It happens in many cases that changes in home duties or responsibilities, or in office duties, allow the student less time for study, or by their increased exactions leave him less mental vigor for his studies. In many cases, also, the student is compelled to drop part of his work because of his inability to meet the payments for the full course.

The distribution of marks given during the year was as follows:

Grade A (96-100)	12.7%
" B (90-95)	20.7
" C (80-89)	27.4
" D (70-79)	22.6
" E (Failure)	16.6

From the information I have, I judge these marks average about the same as in other engineering schools. I think there is no doubt that the marking in the liberal arts studies, here as well as in other universities, is higher than in technical subjects. This is very far from indicating that technical students are less capable than other students.

It indicates, partly, that technical instructors are more exacting in their requirements than are other instructors; but mainly it is merely a consequence of the nature of the subjects of instruction, which permits and requires more exactness in deciding the rightness or wrongness of an answer.

At the Commencement in June, 1913, the following degrees were conferred:

Bachelor of Science in Civil Engineering.....	6
" " " " Electrical Engineering.....	5
" " " " Mechanical Engineering.....	1

By vote of the Faculty, the degree was awarded "with distinction" in four cases.

Respectfully submitted,

H. L. HODGKINS, *Dean.*

TO THE PRESIDENT OF THE UNIVERSITY:

SIR: I have the honor to submit the following report upon the work of Teachers College for the year 1912-1913:

Enrollment:

Men	8
Women	79
Total.....	87
Withdrawals	10
In attendance May, 1913.....	77

The number of completed registrations (87) was the same as the corresponding number for the year 1911-1912, on January 1, 1912, when Dean Hough's report was submitted. For the year 1913-1914 the number has already (December 18th) reached 127.

Of the 87 students enrolled, 39 were new to Teachers College, although only 34 of these paid the matriculation fee, the others having paid it before in some other department of the University.

Classes of Students:

Regular	79
Special	8
Total.....	87

Admission—Regular students:

Without conditions.....	75
With conditions.....	4
	—
	79

I am making it my practice to admit as special students only those who cannot fully satisfy the entrance requirements and who do not, when entering, aim to get the degree and the diploma. It is ascertained, however, that these students have had enough preparatory work to profit by the courses taken in the University.

The itemized entrance credits of the students in Teachers College on record in this office are distributed as follows:

Admitted Unconditioned.

No. of students.	Secondary sch. credits.	Equivalent credits.	Total credits.
I	12 1/2	2 1/2	15
I	13	2	15
2	14	1	15
I	0	15	15
I	13 1/5	2	15 1/5
I	14 1/2	1	15 1/2
I	15 1/2	2	17 1/2
I	17	1	18
21	15-16	0	15-16
14	16-17	0	16-17
9	17-18	0	17-18
1	19 1/2	0	19 1/2
<hr/>			
54			

Admitted Conditioned.

I	12	0	12
I	0	12 1/5	12 1/5
<hr/>			
2			

These figures account for 56 of the 79 students that have been admitted to regular standing. Of the remaining 23, 16 are graduates of a Washington high school and of the Washington Normal School, while the other 7 are graduates of other standard secondary schools. Six of these 7 are also graduates of normal schools other than the Washington Normal School.

The "equivalent credits" for the unconditioned student with 15 credits were granted by Dean Hough on the basis of admission by examination to the Maryland State Normal School, of which school the student is a graduate. The 12 1/5 credits for the conditioned student were granted by Dean Hough on the basis of a Virginia professional teacher's certificate. One of the other "equivalent credits" was granted for work done in French with a tutor, while the others were all granted to teachers of experience for subjects with which they had become familiar through teaching, but which they had not pursued in the high school. Among these subjects American History appears more frequently than any other.

Seventy-seven of the 79 regular students were graduates of secondary schools, about two-thirds coming from the Washington high schools. Sixty-one were normal or training school graduates, 45 from schools located in Washington, and 16 from schools outside of Washington. This, it seems to me, indicates a commendable relationship between Teachers College and teachers' training schools of normal school grade.

Five of the 87 students registered were college graduates. Three of these were candidates for the A. B. degree and Bachelor's Diploma in Education; one was a candidate for the Diploma only, and one was registered as a special student.

The extent to which Teachers College appeals to people who wish to continue or extend their education while employed is indicated by the fact that 69 of the 87 students enrolled were teachers in service, mostly in the Washington schools, and 7 were in the Government service. This, it seems to me, is again worthy of more than passing notice. It is now considered desirable for people in all lines of work to continue their education while employed, and this is especially true in the profession of teaching. A person is mentally not prepared for the adequate assimilation of educational theory without teaching experience, and the closer in time that this experience lies to the study of the theory the better. This is one reason why it is considered indispensable to provide facilities for observation and practice teaching for students in training who have not taught.

Opportunities for observation and practice teaching are now courteously extended to Teachers College students by the authorities of the Washington public schools. For this courtesy we are, and should be, duly grateful, but because it gives us only partial direction of the work the arrangement is not ideal. A model and practice school under our own direction would be better. Still, it is my opinion that we should proceed very cautiously in establishing one. Such a school would entail considerable expense, and would need to be under tried and reliable guidance. It may be possible at some time to effect an affiliation with one of the better private schools in the city, and I have for some time been on the lookout for the opportunity of making such an affiliation.

A model, practice, and experimental school stands in the same relation to a teachers' college as a moot court does to a law school, a work shop to an engineering school, or a hospital to a medical school. It is needed to give the students examples of efficient teaching, to give them an opportunity to gain practical experience, and it is needed especially by the faculty to exemplify the application of educational principles and to make advances in educational organization and practice.

The need of establishing a model and practice school is increasing from year to year. We have this year five seniors who are taking both observation and practice teaching, and seven others, mostly juniors, who are taking observation only, with the intention of doing their practice teaching next year. The reason that these students are taking their observation now is because I have entered upon the policy of having the observation work done in the junior year and the practice work in the senior year. This puts the student into practical contact with school work during the entire period in which he is studying educational theory.

The complaint is sometimes made that students who are employed do

not find time for the satisfactory preparation of their school work, but this complaint does not apply to the teachers in service enrolled in Teachers College. The scholarship of these teachers is usually high, comparing favorably with that of the full time students, and is perhaps even less often unsatisfactory. The records of 9 full time students and 66 part time students last year were as follows:

	A.	B.	C.	D.
Full time	40%	33%	23%	4%
Part time	37%	46%	15%	2%

A grade of failure was not scored against any Teachers College student last year, although in five instances, owing to sickness or the discontinuation of the work, final examinations were not taken, and therefore the grade of "F" was assigned.

The work pursued by the students was divided between the professional subjects offered by Teachers College and the academic subjects offered by Columbian College in the ratio of about one to five. This is the expected ratio, both from the standpoint of the Teachers College course, which is about one-sixth professional in the narrow sense, and from the standpoint of preparation for teaching. This preparation includes the pursuit of academic as well as technical professional subjects. These two types of subjects should, and usually are, pursued abreast. Students should logically devote the freshman and sophomore years to academic work, taking psychology and logic, and perhaps sociology and ethics, in preparation for the professional subjects, and then pursue the professional subjects alongside of additional academic subjects in the junior and senior years. This enables a student to earn both the Bachelor of Arts degree and the Bachelor's Diploma in Education in four years.

No change was made during the year in the number of units necessary for graduation, but in the specific subjects required for graduation the faculty authorized changes of considerable importance. Into the details of these changes it is not necessary to go at this point, they being indicated in the catalogue for 1913, but the principles underlying the changes may be mentioned. The changes in the academic subjects were guided by the principle of correlating the college requirements with the secondary school work done by the student. This tends to avoid gaps in some departments of knowledge and wasteful duplication in others. In the professional subjects greater freedom of election was provided for, but without changing the number of units required in this field for graduation.

In concluding this report, I desire respectfully to make record of the sudden and untimely death of Prof. Williston S. Hough, who died after an illness of three days on September 18, 1912, at the age of 51 years. It is to Professor Hough that the present successful condition of the Teachers College must be primarily accredited. He was at the head of the pedagogical work from its inception in this institution. During the

years 1907-1909 he was Professor in Charge of the Division of Education, and when this Division was changed to Teachers College in 1909 he was logically elevated to the position of Dean, in which position he continued until his death. His connection with the University dated from 1905, when he was appointed Professor of Philosophy in Columbian College, a position which he held also until his death. Professor Hough was a man of culture and refinement, a man of broad training and experience, a ripe and thorough scholar, and a precise and incessant worker. His loss to the University, and in particular to the Teachers College, is great.

Respectfully submitted,

W. C. RUEDIGER, *Dean.*

To THE PRESIDENT OF THE UNIVERSITY.

Nov. 13, 1913.

SIR: I have the honor to render the following report on the School of Graduate Studies.

The total number of students enrolled for the academic year 1912-1913 was 92, divided as follows:

Students in attendance.....	11
Candidates for the C. E. degree.....	5
" " " E. E. ".....	3
" " " M. S. ".....	21
" " " A. M. ".....	27
" " " D. C. L. ".....	1
" " " Ph. D. ".....	24
Total.....	— 92

The total number of degrees awarded during that academic year was 23, divided as follows:

Degree of C. E.	4
" " " E. E.	1
" " " M. S.	7
" " " A. M.	8
" " " Ph. D.	3
Total.....	— 23

The enrollment for 1912-13 was exceeded six times in the history of the school, viz., in 1907-8, when there were 94 enrolled; 1901-2, with 96; 1899-1900 and 1902-1903, with 99; 1900-1901, with 109, and 1908-1909, with 114. The number of degrees conferred, 23, was the same as in 1909, and was exceeded by 1903 with 24, 1901 with 27, and 1900 with 31.

Because of the many different degrees sought, and because in the case of those students seeking the same degree the topics chosen are widely differing, it is not as feasible here as it is in the case of undergraduate and professional students, where a large number pursue the same courses of study year after year, to compare one student or one class of students with another so as to rate them. This is especially

true when the theses, which constitute the most significant feature of graduate work, are considered, for these may vary in merit from evidences of marked originality without unusual evidences of industry, to marked evidence of industry with but little evidence of originality. They may be the result of unusual aptitude for experimental inquiry and skill in physical manipulation or of unusual aptitude for tracing information to its sources, compiling the data or information, arranging it so that significant results may be set forth, and discussing it logically and preferably mathematically, so that laws may be deduced. The topic for the research, the results of which are embodied in the dissertation and maintained in the thesis, may have been chosen by the candidate with the approval of his preceptor, and thus markedly indicate the students' power of initiative, or it may have been selected and assigned to the student by the preceptor, and may even be but an extension of a research initiated by the preceptor, and thus be for the student in a sense imitative, and affording only an opportunity for displaying the extent of his training and his skill in manipulation, observation, or search. And then the results of a search or research, even for those investigators of equal experience, training, ability, and character, may, because of the character of the topics chosen or the extent to which they have been cultivated, vary from those which are epoch-making to those which are simply useful.

Bearing all of these conditions in mind, in response to your inquiry I give it as my opinion, after conference with professors conducting the work, that while the group of students engaged in one topic of study may show no one who measures up in originality, imagination, and capacity for initiative displayed by some of their predecessors, it is otherwise in other groups, and that the average stands as high today as at any previous time.

At the organization of this school it was decided that applicants to be admitted to candidature for its degrees must possess a baccalaureate degree in arts or science or its equivalent, and that the diplomas of graduation from the U. S. Military or Naval Academies should rate for entrance as baccalaureate degrees in Science. From examination of the records of the 92 students enrolled in this school in 1912-13, it appears that though 9 were admitted without possessing academic degrees, the other 83 held 110 degrees, of which 41 had been awarded by The George Washington University, and 68, or 61.8 per cent, by 42 other institutions of learning. The degrees from The George Washington University were M. Dip., 2; LL. B., 3; LL. M., 2; M. P. L., 2; M. D., 1; B. S., 15; A. B., 7; M. S., 3; A. M., 7. The degrees from the other 42 institutions were U. S. N. A., 4; LL. B., 4; LL. M., 1; B. D., 1; S. T. B., 1; C. E., 1; Met. E., 1; Ph. B., 2; B. S., 18; A. B., 23; M. S., 2; A. M., 9; Ph. D., 1. The following table sets forth the names of these other institutions and the degrees they conferred upon these candidates, and it forcibly emphasizes the fact of the wide area of territory from which the student body is drawn and its varied academic experience.

Degrees from Other Institutions Held by Candidates on Admission.

Syracuse University.....	
Tarkio College.....	
University of Cincinnati.....	
" " Illinois.....	
" " Michigan.....	
" " Minnesota.....	
" " Nebraska.....	
" " North Carolina.....	
" " South Carolina.....	
" " Utah.....	
" " Virginia.....	
" " Vermont.....	
" " Wisconsin.....	
United States Naval Academy.....	4
Vallparaiso University.....	
Vanderbilt University.....	
Virginia Polytechnic Institute.....	
Wellesley College.....	
Yale University.....	

Among the nine holding no baccalaureate degrees it is to be observed that two were auditors. The others had fulfilled all or nearly all the requirements for the bachelor's degree and were permitted to enter on graduate work, but not to complete it, before receiving this degree.

In the case of each student entering into candidature for a Master's degree who did not possess a baccalaureate degree, the candidate's record was investigated by the Dean of an undergraduate faculty and certified to the Graduate Faculty, and this certification was considered by the Graduate Faculty in regular session. This is the practice that has obtained since this Graduate School was organized, and since then no person has been admitted to candidature for an engineering, master of arts or science, or a doctor of philosophy degree at this University except by a vote of the faculty at a stated faculty meeting after the student's application and his credentials and certificates have been brought to the attention of the faculty. Of the 92 students enrolled in 1912-13 there were 7 that were by vote of the faculty granted advanced standing, viz: One candidate for the A. M. degree granted credit on a minor for graduate work done at the University of Illinois; one candidate for the A. M. degree granted credit for a minor and the major, except the thesis, for work done at Oxford University, England; one candidate for the Ph. D. degree granted one year's credit for research work performed after having attained his master's degree and which was submitted in published form; one candidate for the Ph. D. degree granted one year's credit for graduate work done at the University of Wisconsin subsequent to receiving his A. M. degree and for researches shown in publications; one candidate for the Ph. D. degree granted credit on a minor for the work of this minor carried on at this University as a special student before admission to candidature for this degree; one candidate for the Ph. D. degree granted credit on one minor for graduate work in this topic carried on partly at the University of Wisconsin and partly as a special student at this University prior to admission to candidature for this degree, and one candidate for the Ph. D. degree granted credit on both minors for graduate work done at the Johns Hopkins University. All of these cases were investigated, the results presented to the Faculty, and the action taken by vote of the Faculty. In no case has the action by the Faculty actually shortened the time of residence or work at the University. It has operated to afford more time for thesis work.

Besides these credits, one candidate for the A. M. degree has been granted leave of absence to satisfy a minor in Archaeology by study at the School of American Archaeology; a candidate for a Ph. D. degree has been granted leave of absence to satisfy a minor in Archaeology by study in the American School of Classical Archaeology at Rome, and another candidate for the Ph. D. degree was granted a year's leave of absence to pursue his studies in Economics, History, and Sociology at the universities in Germany. Since the founding of this School we

have granted leaves of absence to students wishing to do part of their work elsewhere, and we have credited such work when properly certified.

At the founding of the School it was decided to recognize the LL. B., M. D., B. D., or similar professional degrees, as the equivalent of a master's degree, provided the applicant also possessed a baccalaureate degree in arts or science or its equivalent also. Under these circumstances the minimum time in which a candidate may attain the Ph. D. degree is two years. This practice has been adhered to ever since.

The following table sets forth the number and percentage of the students for 1912-13, in the first and following years of their enrollment for the degree sought:

Number of Students in Various Years of Enrollment.

Year.	Number.	Per Cent.
First	56	60.9
Second	15	16.2
Third	11	12.0
Fourth	4	4.3
Fifth	3	3.3
Sixth	1	1.1
Seventh	1	1.1
Eighth	1	1.1

One candidate for the A. M. degree had been enrolled four years. All other of those whose time of enrollment was four or more years were candidates for the Ph. D. degree. All but one had fulfilled all the academic requirements except the thesis requirement, and this was true of some in the lower categories. From the outset it has been recognized that graduate work must be deliberate and unhurried, and furthermore that many of our students are engaged in other occupations, most of them being self-supporting and in repeated instances maintaining others. Hence they have not been held to a time limit, but to the completion of the educational requirements. It may be proper in this connection to call attention to the fact that the University furnishes no pecuniary aid to graduate students, though it has in a few instances accepted service in satisfaction of fees, and some of these relations exist in the higher categories of the last given table.

At the organization of the School of Graduate Studies mature consideration was given to the principle which should dominate it. A survey of the then existing schools showed that in some the higher degrees were awarded because of success in the acquisition of knowledge, while in others these degrees were awarded for success in research. It was determined to accept the latter principle and to make research, as set forth in a thesis, the *sine qua non* for securing a diploma. Of course attention was focused on the Ph. D. degree, and the requirements for the lower degrees were graded down from those demanded in satisfaction of this highest degree. The requirements for the Ph. D. degree

are that the candidate shall possess a baccalaureate degree in arts or science, or its equivalent, from an institution of repute; that he shall spend three years in residence study of a major and two correlated topics, and pass satisfactory examinations thereon; that he shall demonstrate his ability to read and render into English works published in French and in German on his topics, and that he shall present a thesis which shall be a contribution to knowledge; shall be accompanied by an exhaustive bibliography; shall be approved to the Faculty by the preceptor supervising or directing the research and by a co-referee from the Faculty, and shall be publicly defended before a Board of Experts not connected with the Faculty, who shall in writing state whether or not they recommend the acceptance of the thesis and the awarding of the degree.

The Master's Degree in Arts or Science is awarded for one year's residence study of a major and two minor topics and the presentation of a thesis showing marked attainment, preferably by original research, accompanied by a bibliography.

The Engineering degrees are awarded to candidates possessing baccalaureate degrees in engineering who pass one year in residence study of an engineering major and two engineering minors and present an acceptable thesis.

More recently a Liberal Culture course has been introduced for those seeking the Master's degree, but who do not aim to become specialists, and in this course the emphasis is placed upon the acquisition of rather than the extension of knowledge.

A topic, as the term is used above, is the whole or a portion of a University subject. The University subjects offered for study by the University from which a candidate's selection may be made are:

Agriculture, Applied Mathematics, Architecture, Astronomy, Astro-Physics, Bacteriology, Botany, Chemistry, Classical Archaeology, Economics, Education, Civil Engineering, Electrical Engineering, Hydraulic Engineering, Mechanical Engineering, English, Ethics, Geology and Mineralogy, Germanic Languages and Literature, Greek Language and Literature, Histology and Embryology, History, History of Art, International Law and Diplomacy, Latin Language and Literature, Law, Mathematics, Meteorology, Pathology, Philosophy, Physics, Physiology and Pharmacology, Political Sciences, Preventive Medicine, Psychology, Romance Language and Literature, Semitic Languages and Literature, Sociology, Zoölogy.

For the Liberal Culture courses the "candidates are required to complete three full courses of study of two to three hours each, distributed among three University subjects, not more than six hours of which shall be given to any one subject." In the Specialists' courses the amount of work required is equal to this, and often greater in amount than this, but a larger proportion of the time is spent in library, laboratory, and conference work. The amount of work required will vary with the nature of the subjects chosen, the degree of attainment of the

particular student, and the degree sought. Taking everything into consideration, it may be distinctly stated that specialists' work cannot be measured in time units. It can only be measured by results, and such time, be it greater or less than that demanded in satisfaction of a Liberal Culture degree, must be given as will permit of the achievement of results. The candidates for the Doctor of Philosophy degree are measured by this standard, and many who enter upon the course fail to measure up to it.

The studies pursued by the students enrolled in 1912-13 and the number pursuing each of the subjects named either as majors or minors, or both, is set forth in the following table. A considerable percentage of them had in previous years satisfied the study requirements, but had the thesis requirements yet to fulfill. These are indicated in the table, under their major topics, by Th. They were not the only students engaged on thesis work, for several in the lower grades, possessing either unusual ability or opportunity, fulfilled both their study requirements and thesis requirements within the year:

Subjects of Study Pursued in 1912-13, and Number of Students in Each.

Applied Mathematics.....	1
Anatomy	1
Bacteriology	7
Botany	1
Chemistry—Th. 7	20
Classical Archaeology.....	6
Economics—Th. 2.....	2
Education—Th. 1.....	3
Engineering:	
Civil—Th. 2.....	3
Electrical—Th. 1.....	2
Mechanical	2
English—Th. 3.....	9
Geology and Mineralogy.....	4
Germanic Language and Literature—Th. 1.....	3
Greek Language and Literature.....	1
Histology and Embryology.....	2
History—Th. 3.....	11
History of Art.....	2
International Law and Diplomacy—Th. 1.....	2
Latin Language and Literature.....	1
Mathematics	3
Microscopy	1
Palaeontology	1
Pathology	2
Philosophy	2
Physics	4
Political Science—Th. 1.....	3
Psychology	2
Romance Language and Literature.....	4
Zoölogy—Th. 1.....	8

From the foundation of the Graduate School the salaried teaching force of the University has been supplemented in its graduate work by

specialists from among the many drawn to Washington to engage in the scientific activities of the Government or the organizations built up about it.

The specialists who have directed work of graduate students during 1912-13, with their subjects and the number of students enrolled for courses under them, are:

Assistant Professor Alden, History—Th. I.....	I
Professor Carroll, Archaeology and History of Art....	8
Mr. Churchill, History.....	2
Dr. Curtis, Physics.....	4
Professor Bartsch, Zoölogy—Th. I.....	8
Assistant Professor Bassler, Geology and Mineralogy..	4
Assistant Professor Bassler, Palæontology.....	I
Mr. Esterline, Economics—Th. I.....	0
Mr. Fraser, Mathematics.....	3
Assistant Professor Hopkins, Chemistry—Th. I.....	0
Professor Howard, Microscopy.....	I
Mr. Harrington, Botany.....	I
Assistant Professor Price, Chemistry.....	3
Professor Russell, Bacteriology and Pathology.....	8
Dr. Stiles, Zoölogy.....	I
Mr. Van Orstrand, Mathematics.....	3
Professor Veditz, Sociology.....	I
Assistant Professor Wiley, English.....	I

Several other specialists offered topics which were not taken during the year.

The regular members of the teaching staff of the University who directed the work of graduate students during 1912-13, with their subjects and the number of students enrolled for courses under them, were:

Applied Mathematics, Professor Dunstan.....	I
Anatomy, Professor Kollig.....	I
Chemistry, Professor Munroe,	
Assistant Professor Swett,	
Assistant Professor McNeil,	
Mr. Ingersoll,	
}	Th. 6.....
Economics, Assistant Professor Kern—Th. I.....	2
Education, Professor Ruediger—Th. I.....	3
Engineering, Professor Hodgkins,	
Professor Dunstan,	
Professor Mechlin,	
Assistant Professor Mortimer,	
Assistant Professor Harris,	
Mr. Woodward,	
}	Th. 3..
English, Professor Wilbur—Th. 3.....	8
Germanic Language and Literature, Professor Schoenfeld—Th. I.....	3
Greek Language and Literature, Professor Smith.....	I
Histology and Embryology, Dr. Briggs.....	2
History, Professor Swisher—Th. 2.....	8
International Law and Diplomacy—	
President Stockton—Th. I.,	
Assistant Professor Moore,	
}
Latin Language and Literature, Professor Smith.....	I
Philosophy, Professor Richardson.....	2

Political Science, Assistant Professor Moore—Th.	1..	3
Psychology, Professor Ruediger.....		2
Romance Language and Literature, Professor Henning	4	

With the founding of the School of Graduate Studies in 1893 advantage was taken of the following Joint Resolution of Congress which was enacted April 12, 1892, for the purpose of promoting research and the diffusion of knowledge, and each year since numbers of our students have availed themselves of these privileges:

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the facilities for research and illustration in the following and any other governmental collection now existing or hereafter to be established in the city of Washington for the promotion of knowledge shall be accessible, under such rules and restrictions as the officers in charge of each collection may prescribe, subject to such authority as is now or may hereafter be permitted by law, to the scientific investigators and to students of any institution of higher education now incorporated or hereafter to be incorporated under the laws of Congress or of the District of Columbia, to wit:

1. Of the Library of Congress.
2. Of the National Museum.
3. Of the Patent Office.
4. Of the Bureau of Education.
5. Of the Bureau of Ethnology.
6. Of the Army Medical Museum.
7. Of the Department of Agriculture.
8. Of the Fish Commission.
9. Of the Botanic Gardens.
10. Of the Coast and Geodetic Survey.
11. Of the Geological Survey.
12. Of the Naval Observatory.

The extent to which graduate students made use of the University laboratories and of other laboratories is set forth in the two following tables:

Students Who Have Pursued Studies in the Laboratories of this University in 1912-13.

Anatomy	2	Histology	1
Bacteriology	5	Microscopy	1
Chemistry	20	Pathology	1
Engineering	3		

Students Who Have Pursued Studies in Other Laboratories in 1912-13.

Bacteriology, University of the South.....	I
Chemistry, Bureau of Chemistry, Department of Agriculture, 3;	
Bureau of Mines and Naval Laboratory, 2; Internal Revenue	
Commissioner, Treasury Department, 1; General Electrical Co.,	
1; University of the South, 1; total.....	8
Geology, U. S. National Museum.....	3
Mineralogy, U. S. National Museum.....	1
Palaeontology, U. S. National Museum.....	1
Zoölogy, U. S. National Museum.....	6

At all times the officials of the Library of Congress and of the many special libraries of the Government have treated our students with special consideration, and liberal use has been made by graduate students of these rich resources. I regret that it is not possible to statistically present the extent of such use.

The School of Graduate Studies opened its doors for the enrollment of students in September, 1893. The beginning of the present session marked the completion of twenty years' work, and it seems fitting, therefore, to statistically present the results. These are set forth in the following tables, the first of which gives the enrollment for each year under each category and *in toto*:

Enrollment in School of Graduate Studies, 1893-1913.

This table necessarily contains duplications: first, where a student has been enrolled for several years in the pursuit of a degree, as is notably the case with candidates for the Ph. D. degree; and, second, where a student has been enrolled at the same time for two degrees, such as A. M. and Ph. D. The latter cases are relatively few. The successive enrollment of a student first for a Master's degree, which he wins, and then for a Doctorate degree, as included here, is no more a duplication than if he were two different persons.

Inspection of the table shows an almost steady gain from the foundation of the school up to 1900. From an enrollment of 109 in that year it commenced to drop until it reached 53 in 1903, then rose fitfully to 114 in 1908, the largest enrollment ever reached, when it dropped again, reaching 55 in 1910, and then slowly rose. The two critical low points were reached in 1903, following a reorganization which bred dissatisfaction and uncertainty, and 1910, following severe public attacks on the administration of the University. The other fluctuations are not accounted for.

The operation of the school and its results are better shown in the second table, which sets forth the number of degrees awarded each year in each category and *in toto*:

Degrees Conferred on Graduate Students, 1894-1913.

Year.	C. E.	E. E.	M. E.	M. S.	A. M.	D. C. L.	Jur. D.	Ph. D.	Total.
1894..	...	...	...	3	8	...	...	4	15
1895..	...	...	...	10	7	...	...	1	18
1896..	...	...	...	8	4	...	...	2	14
1897..	...	...	...	4	6	...	...	3	13
1898..	1	1	...	5	13	...	...	1	21
1899..	2	...	...	10	10	...	...	...	22
1900..	3	1	2	7	13	...	...	5	31
1901..	...	...	2	11	12	...	...	2	27
1902..	1	...	1	6	13	...	...	2	13
1903..	1	3	...	7	9	...	...	4	24
1904..	3	...	...	3	9	...	...	3	18
1905..	1	...	3	6	3	...	...	4	17
1906..	2	2	1	6	5	...	...	2	18
1907..	...	...	...	2	5	...	...	6	13
1908..	3	1	...	2	6	...	...	3	15
1909..	...	2	...	5	12	...	...	4	23
1910..	1	2	...	...	12	...	...	4	19
1911..	2	...	...	1	3	...	...	6	13
1912..	...	1	...	1	3	...	...	2	7
1913..	4	1	...	7	8	...	...	3	23
Grand total.....	24	14	9	104	161	1	...	61	364

This table shows the degrees awarded to rank by number in the following order: A. M., M. S., Ph. D., C. E., E. E., M. E., and D. C. L. The average number conferred yearly has been closely to A. M., 8; M. S., 5; Ph. D., 3; C. E., 1.2; E. E., 0.45. The percentage of the total number for each category is A. M., 44.7; M. S., 28.6; Ph. D., 16.7; all others, 9.

The most important of these degrees, and the one whose conferring by the University is most carefully inquired into, is the Doctor of Philosophy degree. It is almost generally required that ability to conduct research as evinced by a suitable thesis shall be a prerequisite for winning this degree. It is also generally accepted that a candidate for this degree should not only possess the necessary prerequisite training as indicated by the holding of a baccalaureate degree and of a master's degree or their equivalents, but that he should be mature in years and thought and experience. From the outset this school has set these requirements. To show the result, I have compiled the following table, which shows for each person on whom the degree of Doctor of Philosophy has been conferred on recommendation of the Faculty of Graduate Studies, the year of graduation, the number of years he was in residence at this University in candidature for this degree, and the number of years which elapsed between his having received his baccalaureate degree and his doctorate degree.

List of Ph. D. Degrees Conferred, with Time of Residence at this University and Elapsed Time from Reception of the Baccalaureate Degree.

Ph. D. Degree conferred.	Entrance.	Time of residence.	Baccalaureate Degree conferred.	Elapsed time.
1894.....	1893	1	....	...
1894.....	1893	1	1880	13
1894.....	1893	1	1884	10
1894.....	1893	1	1881	13
1895.....	1893	2	1882	13
1896.....	1894	2	1884	12
1896.....	1894	2	1864	22
1897.....	1895	2	1879	16
1897.....	1894	3	1893	4
1897.....	1895	2	1883	14
1898.....	1895	3	1885	13
1900.....	1897	3	1884	16
1900.....	1898	2	1886	14
1900.....	1897	3	1891	9
1900.....	1898	2	....	...
1900.....	1898	2	1878	22
1901.....	1898	4	1891	10
1901.....	1899	2	1893	7
1902.....	1898	4	1891	11
1902.....	1900	2	1899	3
1903.....	1901	2	1875	28

List of Ph. D. Degrees Conferred—Continued.

Ph. D Degree conferred.	Entrance.	Time of residence.	Baccalaureate Degree conferred.	Elapsed time.
1903.....	1899	4	1897	6
1903.....	1901	2	1898	5
1903.....	1901	2	1896	7
1904.....	1902	2	1858	46
1904.....	1903	1	1884	20
1904.....	1903	1	1885	19
1905.....	1903	2	1902	3
1905.....	1904	1	1896	9
1905.....	1904	1	1893	12
1905.....	1900	5	1894	11
1906.....	1904	2	1896	10
1906.....	1903	3	1899	7
1907.....	1905	2	...	...
1907.....	1905	2	1899	8
1907.....	1905	2	1904	3
1907.....	1905	2	1894	13
1907.....	1906	1	1904	3
1907.....	1905	2	1902	5
1908.....	1907	1	1900	8
1908.....	1905	3	1900	8
1908.....	1904	4	1897	11
1909.....	1906	3	1899	10
1909.....	1906	3	1906	3
1909.....	1905	4	1900	9
1909.....	1906	3	1905	4
1910.....	1906	4	1906	4
1910.....	1906	4	1900	10
1910.....	1905	5	1884	26
1910.....	1908	2	1899	11
1911.....	1907	4	1900	11
1911.....	1909	2	1908	3
1911.....	1910	1	1902	9
1911.....	1905	6	1891	20
1911.....	1910	1	1891	20
1911.....	1907	4	1906	5
1912.....	1908	4	1904	8
1912.....	1910	2	1906	6
1913.....	1908	5	1904	9
1913.....	1905	7	1897	16
1913.....	1905	7	1889	24

From inspection it appears that three of these recipients of the Ph. D. degree held no baccalaureate degree. In two instances these persons had been admitted to and had been students at German universities. In the third case the person was very mature and widely and favorably known among scholars for the variety, breadth, and accuracy of his scholarship. Omitting these three, the average elapsed time from their baccalaureate to their doctorate degrees for the other

58 recipients of the latter degree from this University is 11.9 years. The minimum time permitted by the University is three years, and in no instance except in the case mentioned has an exception been made. It may prove of interest to analyze this feature further; hence in the following table the number in each group, by periods, is set forth:

Number in Each Category on which Ph.D. Degrees were Conferred.

Ph. D. degree conferred 3 years after baccalaureate.....	6
" " " 3 to 5 years after baccalaureate.....	6
" " " 5 to 10 years after baccalaureat.....	16
" " " 10 to 15 years after baccalaureate.....	14
" " " above 15 years after baccalaureate.....	16

This shows most forcibly that this Faculty has safeguarded the Doctor of Philosophy degree from the standpoint of the requirement of maturity, as well as from all other standpoints. I question if any other school will stand as high in this regard as this one does.

In inspecting the table it is observed that in twelve instances the Ph. D. degree was conferred after one year's residence in this University. In every instance but one, as my memory serves, the candidate had done graduate work elsewhere and came with credit to this University. The one instance is that of the mature scholar alluded to above, and who was the first person to receive the degree on recommendation of this Faculty. Such a recommendation has not been made since, nor do I think it will be made again.

In order that the circumstances under which the Doctor of Philosophy degree has been conferred in course by this University since the foundation of the School of Graduate Studies, there is set forth here the name of each person upon whom it has been conferred from 1894 to 1913, inclusive, together with the major topic, the degrees held by the candidate, the source from which they came, the title of his thesis, and the place of its publication.

1894.

- *Edward Farquhar, (Greek)
Thesis: Elements of Unity in the Homeric Poems. (Conservative Review, vol. iii, June-September, 1900.)
- Walter Scott Harshman, (Theoretical Astronomy)
B.S., 1880, Western Reserve; M.S., 1892, Columbian University.
Thesis: Investigation of the Motion of the Pericentric of Deimos. (Astronomical Journal, Boston, vol. xiv, pp. 145-148, 1894.)
- Professor Frank Hall Knowlton, (Botany)
B.S., 1884, M.S., 1887, Middlebury.
Thesis: The Flora of the Laramie Group and Allied Formations. (Not published.)
- Claude Augustus Oscar Rosell, (Chemistry)
M.A., 1881, University of Pennsylvania; LL.B., 1886, Georgetown University.
Thesis: Investigation of the Properties of Ferric Acid. (J. Am. Chem. Soc., vol. xvii, pp. 760-769, 1895.)

1895.

- George Wesley Hamner, (History)
 B.A., 1882, M.A., Hiawassee College; LL.B., 1885, University of Alabama;
 LL.M., 1886, Georgetown University.
 Thesis: Researches upon the Government of the Creek Indians. (Not published.)

1896.

- Edward Clark Hudson, (Greek)
 B.A., 1884, M.A., 1894, Hiawassee College; M.A., 1894, Columbian University.
 Thesis: Investigation into the Use of the Genitive Case in Greek. (Not published.)
- Rev. James Stephen Lemon, (Psycho-physics)
 B.A., 1864, M. A., 1867, Wesleyan University, Middletown, Conn.
 Thesis: The Skin Considered as an Organ of Sensation. (Published separately, 1898, 70 pp.)

1897.

- Professor Charles Arthur Hollick, (Palaeobotany)
 Ph. B., 1879, Columbia College.
 Thesis. Paleobotany of the Yellow Gravel at Bridgeton, N. J. (Not published.)
- John Scott Johnson, (Philosophy)
 B.S., 1893, M.A., 1894, Columbian University.
 Thesis: The Influence of French Thought on the Formation of the Constitution of the United States. (Not published.)
- Timothy William Stanton, (Palaeontology)
 B.S., 1883, M.S., 1895, University of Colorado.
 Thesis: A Comparative Study of the Lower Cretaceous Formation and Faunas of the United States. (Jour. of Geology, pp. 1-49, September-October, 1897.)

1898.

- *Cabell Whitehead, (Chemistry)
 B.M., 1885, Lehigh University; M.S., 1895, Columbian University.
 Thesis: A Study of the Tellurides; Their Formation and Chemical Properties. (G. W. U. Bull., 5 [4], 65-68, 1906.)

1900.

- *Eugene A. Byrnes, (Physical Chemistry)
 B.A., 1884, Michigan University; LL.B., 1887, LL.M., 1888, Columbian University.
 Thesis: Experiments on the Direct Conversion of the Energy of Carbon into Electrical Energy. (1, "Voltaic Cells with Fused Electrolytes"; 2, "Notes on Metallic Diaphragms." Trans. Amer. Electrochemical Society. Vol. 2, pp. 113-121. Vol. 4, p. 135.)
- Rev. Benjamin Alfred Dumm, (Philosophy).
 B.A., 1886, M.A., 1889, Western Maryland College.
 Thesis: The Concept of Self in the Analysis of Experience. (Not published.)

*Deceased.

- Professor Charles Russell Ely, (Chemistry)
 A.B., 1891, A.M., 1897, Yale College.
 Thesis: Investigation of the Phenomenon of Deliquescence and the Capacity
 of Salts to Attract Water Vapor. (G. W. U. Bull., 5 [4], 69-74, 1906.)
- Ernestine Fireman, (Chemistry)
 M.S., 1898, Columbian University.
 Thesis: The Action of Phosphonium Iodide on Tetra and Penta Chlorides.
 (Am. Chem. Jour., 30, 116-133, 1903.)
- Charles Moore, (American History)
 A.B., Harvard; M.A., 1898, Columbian University.
 Thesis: The Northwest under Three Flags. (Published separately by Har-
 per & Bros., New York, 1900, 402 pp.)

1901.

- William Hamilton, (American History)
 B.A., 1891, Moravian College, Pennsylvania; M.A., 1894, Columbian Uni-
 versity.
 Thesis: The Expansion of Russia to the Eastward. (Not published.)
- Chohei Shirasu, (Economics)
 Graduate, 1893, Dosbisha University, Japan; A.M., 1899, Yale University.
 Thesis: The Development of Commerce in Japan and its Effect on Civiliza-
 tion. (Summary of Commerce and Finance for December, 1901, Bureau
 of Statistics, U. S. Treasury Department, pp. 2277-2315.)

1902.

- Rev. Frank Leighton Day, (Anthropology)
 B.A., 1891, M.A., 1896, Roanoke College; B.D., 1895, Vanderbilt University.
 Thesis: Did the Semites Pass through a Totem Stage? (Not published.)
- Nevil Monroe Hopkins, (Chemistry)
 B.S., 1899, M.S., 1900, Columbian University.
 Thesis: Some Experiments on Electrolytic Conductivity with Reference to
 the Ionic Theory. (G. W. U. Bull., 3 [3], 91-94, 1904.) (Published
 separately as "Experimental Electrochemistry," by D. Van Nostrand
 Company, New York, 1905, 284 pp., 231 ill.)

1903.

- Edwin Allston Hill, (Chemistry)
 A.B., 1875, A.M., 1902, Yale University; M.S., 1901, Columbian University.
 Thesis: The Constitution of Certain Halogen Oxyacids as inferred from
 Thermochemical Data. (G. W. U. Bull., 3 [4], 94-103, 1904.)
- William Mather Lamson, (Architecture)
 B.S., 1897, C.E., 1899, Columbian University.
 Thesis: Iron and Steel Domes. (Not published.)
- Thomas Malcolm Price, (Biochemistry)
 B.S., 1898, Maryland Agricultural College; M.S., 1900, Columbian Univer-
 sity.
 Thesis: The Influence of Varying Strength Solutions of Formaldehyde on
 some of the Enzymes of Animal Origin. (G. W. U. Bull., 3 [4], 104-
 108, 1904.)

*Deceased.

Harriet Richardson, (Zoölogy)

A.B., 1896, A.M., 1901, Vassar College.

Thesis: Contributions to the Natural History of the Isopoda. (Proc. U. S. Nat. Museum, 27, 1-89, 1904, and Bull. U. S. Fish Com., pp. 47-54, September 17, 1903.)

1904.

William Macon Coleman, (History)

A.B., 1858, A.M., 1892, University of North Carolina.

Thesis: A Refutation of Mommsen's Theory on Caesar's Agrarian Policy. (Not published.)

Frank Van Vleck, (Mechanical Engineering)

M.E., 1884, Stevens' Institute of Technology.

Thesis: Improvements in Ship Construction. (Not published.)

Andrew Wilson, (American History)

B.S., 1885, B.O., 1886, B.A. 1886, M.A., 1890, Kansas Normal College; LL.B., 1890, LL.M., 1891, Georgetown University; M.L., 1892, D.C.L., 1893, Yale University.

Thesis: Influence of John Marshall on the Political History of the United States. (Not published.)

1905.

Ray Smith Bassler, (Palaeontology)

B.A., 1902, University of Cincinnati; M.S., 1903, The Columbian University. Thesis: A Study of the James Types of Ordovician and Silurian Bryozoa. (Proc. U. S. Nat. Museum, xxx, 1906, 1-66, pls. I-IV.)

Hiram Colver McNeil, (Chemistry)

B.S., 1896, M. S., 1899, Denison University.

Thesis: On the Constitution of Certain Natural Silicates. (G. W. U. Bull., 4 [3], 76-79, 1905.) (Journal American Chemical Society [28], 590-602, 1906.)

Henry Albert Pressey, (Hydraulic Engineering)

B.S., 1893, The Columbian University; B.S., 1896, Massachusetts Institute of Technology.

Thesis: Flow of Water in Channels. (Not published.)

Warren Waverley Phelan, (Comparative Jurisprudence)

B.A., 1894, M.A., 1896, Columbian University.

Thesis: An Historical Sketch of the Criminal Law of Louisiana from the Founding of the Colony to the Establishment of the State. (Not published.)

1906.

Cornelius Lott Shear, (Botany)

B.S., 1896, M.S., 1900, University of Nebraska.

Thesis: Cranberry Diseases. (G. W. U. Bull., 5 [4], 75-78, 1906. Bulletin 110, Bureau of Plant Industry, U. S. Department of Agriculture, 1907.)

Martin Norris Straughn, (Agricultural Chemistry)

B.S., 1899, Maryland Agricultural College; M.S., 1902, Columbian University.

Thesis: The Chemistry of Different Varieties and Individual Ears of Sweet Corn as Affected by Enzymes, Climatic Conditions, and Breeding. (Bulletin 120, Maryland Agricultural Experiment Station, 1907.)

1907.

- Rev. George Brodthage, (Germanics)
 Certificates of Universities of Strasburg, Berlin, and Göttingen.
 Thesis: Germanentum, Gottmenschentum. (G. W. U. Bull., 6 [3], 82-86, 1907.)
- Frederick Warren Grover, (Physics)
 B.S., 1899, Massachusetts Institute of Technology; M.S., 1901, Wesleyan University, Connecticut.
 Thesis: Simultaneous Measurement of the Capacity and Power Factor of Condensers. (G. W. U. Bull., 6 [3], 92-95, 1907. Bulletin of the Bureau of Standards, May 23, 1907, Reprint No. 64, pp. 371-431.)
- Edward Elliott Richardson, (Philosophy)
 B.S., 1904, M.D., 1905, M.S., 1905, George Washington University.
 Thesis: Mechanism and Teleology. (G. W. U. Bull., 6 [3], 87-91, 1907.)
- Rabbi Abram Simon, (Philosophy)
 Graduate, 1894, Cincinnati Hebrew Union College; B. L., 1894, University of Cincinnati.
 Thesis: The Constructive Character and Function of Religion in Human Progress as Illustrated by the Religion of Israel. (Not published.)
- Walter Otheman Snelling, (Chemistry)
 B.S. in Chemistry, 1904, Columbian University; B.S. in General Science, 1905, Harvard University; M.S., 1906, Yale University.
 Thesis: Contributions to the Knowledge of Tellurium. (Not published.)
- Warner W. Stockberger, (Botany)
 B.S., 1902, Denison University.
 Thesis: The Effect of Certain Toxic Solutions on Nuclear and Cell Division in Root Tips of Vicia Faba. (Botanical Gazette, vol. 49, pp. 401-429, 1910.)

1908.

- Frank Cummings Cook, (Chemistry)
 B.A., 1900, M.A., 1902, M.S., 1904, Yale University.
 Thesis: Phosphorus Metabolism Experiments. (Bulletin 123, U. S. Bureau of Chemistry, 63 pp.)
- Clara Southmayd Ludlow, (Preventive Medicine)
 B.S., 1900, M.S., 1901, A. and M. College, Mississippi.
 Thesis: The Mosquitoes of the Philippine Islands. The distribution of certain species and their occurrence in relation to the incidents of certain diseases. (Published separately, Washington, D. C., 1908, 65 pp.)
- Benjamin George Wilkinson, (History)
 B.A., 1897, University of Michigan; M.A., 1905, Union College.
 Thesis: The Overthrow of the Concordat by the Third Republic. (Not published.)

1909.

- William Clifton Phalen, (Geology)
 S.B., 1899, S.M., 1902, Massachusetts Institute of Technology.
 Thesis: Economic Geology of the Kenova Quadrangle in Kentucky, Ohio, and West Virginia. (Bulletin 349, U. S. Geological Survey.)
- Harry Wilson Houghton, (Biochemistry)
 B.S. in Chemistry, 1906, M.S., 1907, The George Washington University.
 Thesis: The Effect of Cold Storage on Chicken Meat. (Jour. Industrial and Engineering Chemistry, vol. 3, pp. 497-506, 1911.)

George Whitfield Stiles, Jr., (Preventive Medicine)
 B.S., 1900, Oklahoma Agricultural and Mechanical College; M.D., 1905.
 The George Washington University.

Thesis: The Possibility of Shellfish Contamination from Sewage-Polluted
 Waters. (Bulletin 136, U. S. Bureau of Chemistry, 53 pp.)

Rev. Luther Hess Waring, (Germanics)
 B.A., 1905, The George Washington University; M.A., 1904, Columbian
 University.

Thesis: Martin Luther's Political Reforms of Germany. (Published sepa-
 rately, G. P. Putnam's Sons, N. Y., 1910, 293 pp.)

1910.

August Frederick Wilhelm Edler, (History)

B.A., 1906, M.A., 1907, M.Dip., 1908, The George Washington University.
 Thesis: The Relation of the Dutch Republic to the American Revolution.
 (Johns Hopkins University Studies in Historical and Political Science,
 series 29, No. 2, pp. 1-252, 1911.)

James Henry Gardner, (Geology)

B.S., 1900, M.S., Kentucky State College.
 Thesis: The Nacimiento and Torrejon Formations of the Puerco Group (not
 published).

Herbert Harvey Kimball, (Astro-Physics)

B.S., 1884, New Hampshire College of Agriculture and Mechanic Arts;
 M.S., 1900, Columbian University.
 Thesis: Solar Radiation. Atmospheric Absorption and Sky Polarization.
 (Bulletin of Mount Weather Observatory, vol. 3, pp. 69-126, 1910.)

William Thomas Shepard, (Psychology)

B.Sc., 1899, Gale College; M.A., 1905, M.S., 1906, Oklahoma State Uni-
 versity.
 Thesis: On some Mental Processes of the Rhesus Monkey. (Psychological
 Monographs, vol. xii, No. 5, 61 pp.)

1911.

George Nelson Coffey, (Geology)

Ph.B., 1900, University of North Carolina; M.S., 1908, The George Wash-
 ington University.

Thesis: A Study of the Soils of the United States. (Not published.)

Hayner Haskell Gordon, (Engineering)

B.S. in E.E., 1908, E.E., 1909, The George Washington University.
 Thesis: An Investigation of the Action of the Crystal Rectifying Detectors.
 (Not published.)

Grace Helen Kent, (Psychology)

A.B., 1902, A.M., 1904, University of Iowa.
 Thesis: Experiments on Habit Formation in Dementia Präcox. (The Psy-
 chological Review, vol. 18, pp. 375-410, 1911.)

Charles Neil McBryde, (Preventive Medicine)

B.S., 1891, University of South Carolina; M.S., 1893, The Virginia Poly-
 technic Institute; M.D., 1897, The Johns Hopkins University.
 Thesis: A Bacteriological Study of Ham Souring. (Bulletin 132, U. S.
 Bureau of Animal Industry, 55 pp.)

Edwin Wiley, (English)

B.S., 1891, A.B., 1898, A.M., 1898, University of Tennessee.
 Thesis: Shakespeare's Treatment of the Supernatural in the Light of Con-
 temporary Thought and Opinion. (Not published.)

Rev. Francis Xavier Zerhusen, (Germanics)
 A.B., 1906, Notre Dame University.
 Thesis: The Humanistic School of Deventer and its Offshoots. (Not published.)

1912.

Alton Lewin Kibler, (Chemistry)
 A.B., 1904, Randolph-Macon College; M.S., 1909, The George Washington University.
 Thesis: Mercury Fulminate. (Eighth International Congress of Applied Chemistry, 25, pp. 239-243, 1912.)

William John McCaughey, (Mineralogy)
 B.S., 1906, University of Pennsylvania.
 Thesis: Mineralogical Methods in Soil Investigation. (Not published.)

1913.

Thomas Latimer Kibler, (Economics)
 A.B., 1904, Randolph-Macon College; A.M., 1908, The George Washington University.
 Thesis: The Commodities Clause: A treatise on the development and enactment of the Commodities Clause and its construction when applied to interstate railroads engaged in the coal industry. (Not published.)

Rev. Elmer Eugene Marshall, (History)
 A.B., 1889, Ohio Wesleyan University; S.T.B., 1894, Boston University.
 Thesis: The Evangelical Revival: A vital factor in the reconstruction of English life in the eighteenth century. (Not published.)

Professor Marcus Ward Lyon, Jr., (Zoölogy)
 B.Ph., 1897, Brown University; M.S., 1900, M.D., 1902, The George Washington University.
 Thesis: Treeshrews: An account of the mammalian family Tupaiidae. (Proceedings U. S. National Museum, vol. 45, pp. 1-188, 11 plates, 1913.)

It may be well to recall that this school was started without any appropriation or special equipment, and that it has never since received any. It has depended for its resources on such equipment in personnel and material as the University has possessed and on that of the U. S. Government, so far as it has been available. The present is a critical time in the history of the University, in which its Graduate work is to play an important part. I feel sure that the scholastic features will sustain close scrutiny. I believe it of the first importance that an endowment be raised for this school and that its surplus be applied to its development. In addition to my previous recommendation that instructors be appointed to enable our undergraduate professors to give more time to research and to graduate work, it is most desirable that some professors be appointed whose chief duty is to this Faculty, and that there be some funds available for special materials and apparatus for use in research.

Very respectfully,

CHARLES E. MUNROE,
Dean, Faculty of Graduate Studies.

To THE PRESIDENT OF THE UNIVERSITY.

SIR: As requested by your esteemed favor of October 25, I would respectfully submit the following report on the Department of Law for the academic year 1912-1913, including statistics giving "information concerning the personnel of the students registered":

The Department of Law opened its session Wednesday, September 25, 1912, and closed its academic year with the commencement of the University, Wednesday, June 11, 1913.

There were registered in the Department 312 students in all, an increase of six (6) over the registration of the preceding year. There was, however, in the first, or entering, class, an increase of twenty (20). The prospective growth was intimated rather by this than the other figure.

The summary of the registration is as follows:

Candidates for LL. B. Degree:

First year.....	113
Second year.....	65
Third year.....	89
Total.....	267

Candidates for LL. M. degree..... 5

Special	43
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Review	1
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Auditors	3
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319

Duplicates	7
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Total.....	312
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Among the above students there were 270 candidates for degrees, and of these 109, or 40.3 per cent, were graduates of universities or colleges. There were graduates of 60 of these institutions included.

The largest number of graduates from any one institution was naturally from George Washington University, they numbering 12, and from the following in the order named: from Cornell, 8; U. S. Naval Academy, 7; Harvard, 6; Massachusetts Institute of Technology and Purdue University, each 4; from Yale, Dartmouth, and Ohio State University, each 3.

This enumeration illustrates the wide circle and various sources from which our students are drawn, and seems to establish the tendency of alumni from the institutions of the very highest type to register in our Law Department.

A tabulated list showing the several institutions whose graduates are registered and the number of students enrolled from each is here submitted:

COLLEGE GRADUATES CANDIDATES FOR DEGREES

Alabama, University of.....	I	Michigan, University of.....	2
Amherst College.....	I	Minnesota, University of.....	1
Ateneo de Manila.....	I	Mississippi Agricultural and	
Austin College.....	I	Mechanical College.....	1
Bates College.....	I	University of Nebraska.....	2
Biltmore Forest School.....	I	Nebraska Wesleyan Univer-	
Bowdoin College.....	I	sity	1
Brown University.....	I	Ohio Northern University.....	1
Charleston, College of.....	I	Ohio State University.....	3
Chattanooga, University of...	I	Pennsylvania State College.....	1
Chicago, University of.....	I	Pennsylvania, University of.....	1
Colby College.....	I	Princeton University.....	2
Colorado, University of.....	I	Purdue University.....	4
Columbia University.....	2	South Carolina, University of	2
Cornell University.....	8	Swarthmore College.....	1
Cotner University.....	I	Syracuse University.....	2
Dartmouth College.....	3	United States Naval Academy	7
Drake University.....	I	Utah, University of.....	2
Ewing College.....	I	Vermont, University of.....	1
Franklin and Marshall Col-	I	Wisconsin, University of.....	1
lege	I	Washington and Jefferson	
George Washington Univer-	I	College	1
sity	I	Washington and Lee Univer-	
Georgia, University of.....	I	sity	2
Hamilton College.....	2	Wesleyan University.....	2
Harvard University.....	6	Western Maryland University	1
Illinois College.....	I	Western Reserve University..	1
Indiana University.....	I	Worcester Polytechnic Insti-	
Iowa State College.....	2	tute	2
Iowa, State University of...	I	Yale University.....	3
Kalamazoo College.....	I		
Kansas, University of.....	I	Total.....	115
Lawrence College.....	I	Counted twice.....	6
Lehigh University.....	I		
Louisiana State University...	I	Total.....	109
Maryville College.....	I	Candidates for Degrees.....	270
Massachusetts Institute of	I	Percentage	40.3
Technology	4		

The students enrolled during the past year have registered from forty-two States and Territories, from the Philippines, and from two foreign countries.

The largest number is naturally from the District of Columbia, numbering 60. Virginia is next with 21, New York follows with 20, Massachusetts with 18, Pennsylvania 13, Iowa 13, Maryland 12, and Wisconsin 9.

A tabulated and complete statement showing the number registered from each State, Territory, or country is herewith submitted.

Alabama	2	New Mexico.....	1
Arizona	1	New York.....	20
Arkansas	1	North Carolina.....	1
California	2	North Dakota.....	2
Colorado	7	Ohio	8
Connecticut	3	Oklahoma	3
District of Columbia.....	60	Pennsylvania	13
Georgia	2	South Carolina.....	6
Idaho	3	South Dakota.....	5
Illinois	9	Tennessee	6
Indiana	6	Texas	7
Iowa	13	Utah	6
Kansas	4	Vermont	5
Kentucky	2	Virginia	21
Louisiana	3	Washington	6
Maine	6	West Virginia.....	2
Maryland	12	Wisconsin	9
Massachusetts	18		
Michigan	9		309
Minnesota	3	Philippines	1
Mississippi	3	Mexico	1
Missouri	6	Dominican Republic.....	1
Montana	1		
Nebraska	8	Total.....	312
New Jersey.....	4		

Substantially all of the students in the afternoon classes chose those hours because other employments preclude their taking most of the morning hours.

One topic, of two hours a week in each semester, is given in an elective subject from 7.50 A. M. to 8.40 A. M. This can be taken by students engaged in the departments of the Government, and enables them to forego registration for one afternoon. It is proving popular, and students are as regular and as prompt as at other hours.

Two hundred and fifty-three students report separate employment; 59 report none. The largest number, 102, are employed in the classified Federal service. Fifty-two more are patent examiners, and the remaining 99 who report employments are distributed through various occupations. A complete tabulated statement of the same is herewith submitted:

1. Law offices.....	13
2. In public service.	
a. Federal:	
General classified service.....	102
Patent examiners.....	52
Library of Congress.....	8
United States courts.....	1
b. Secretaries to Senators and Representatives.....	11
c. Secretaries to judges.....	2
d. Positions at Capitol.....	10
e. Naval officers.....	5
f. Parliamentary clerk, House of Representatives.....	1

b. Municipal:			
Officers of administration.....			3
High school teachers.....			3
3. Private school teachers.....			2
4. Lawyers			1
5. Law Department assistant librarians.....			3
6. Other business where legal training is of value, in banks, real estate, etc.....			17
7. Reporters			3
8. Other occupations.....			18
 Total.....			255
Duplicates			2
 Total.....			253
No employment given.....			59
 Total gross registration.....			312

The statistics of the past year show 147 new students admitted. Of these, 39 were college or university graduates, 45 secondary school graduates, 30 furnished the requisite credits from secondary schools, 7 were conditioned, and 26 were special students not candidates for our degree.

The reasons for entering as special students are various. Some desire to prepare for the bar examinations; others to take selected topics in preparation for some particular employment other than the bar, as banking or general commerce, and so desire the law of contracts, of sales, and commercial paper, but not of torts, criminal law, or common-law pleading.

A tabulated statement giving further details is herewith submitted:

Admitted to Regular Standing	Men.	Women.	Total.
For LL. B.:			
Unconditioned—			
College graduates	36	1	37
Secondary school graduates.....	44	0	44
Non-graduates of secondary schools.	30	0	30
Total.....	110	1	111
Conditioned	7	0	7
Total for LL. B.....	117	1	118
For LL. M.:			
College graduates	2	0	2
Secondary school graduates.....	1	0	1
Total for LL. M.....	3	0	3
Special students	26	0	26
Total admissions	146	1	147

The amount of the deficiencies of the seven students admitted under condition during the year is shown in the following brief statement.

It appears that but one was conditioned in three units, which is the maximum allowed; that the average deficiency in students admitted with conditions as to preliminary education was two units; that there was one student conditioned in one unit, five conditioned in two units, and but one, as indicated, in the maximum of three units.

The following tables show the number of class hours for which the various students registered. They show the total average number of semester hours taken per week:

By regular students, A. M.....	20.53
By regular students, P. M.....	20.07
By regular students, all classes.....	20.24
By special students, A. M.....	15.5
By special students, P. M.....	12.61
By special students, total.....	13.41
By all students, A. M.....	19.78
By all students, P. M.....	19.81

Candidates for Degrees.

	L.L. B.			L.L. M.			Total.		
	A. M.	P. M.	Total.	A. M.	P. M.	Total.	A. M.	P. M.	Total.
Number of students.....	34	202	235*‡	0	2	2	34	203†	237
Total number hours taken.....	698	4,065	4,787*	0	19	19	698	4,975‡	4,797
Average hours per student.....	20.53	20.12	20.37	0	9.5	9.5	20.53	20.07	20.24

Special Students.

	Special students.			Total all students.		
	A. M.	P. M.	Total.	A. M.	P. M.	Total.
Number of students.....	6	16	22	40	217†	257
Total number hours taken.....	93	202	295	791	4,277	5,092*
Average hours per student.....	15.5	12.61	13.41	19.78	19.71	19.81

* One added who alternated between A. M. and P. M. classes and was not counted except in the total. This student took 24 semester hours.

† One deducted because counted twice.
‡ Two deducted because counted twice.

To show the grade of scholarship maintained a tabulated statement has been prepared, including all students in attendance for at least one semester and taking at least one set of examinations.

These are classified as enrolled in A. M. or P. M. classes, and as in the several regular years, or as special, and the results of the examinations as to these several classes of students are computed, the number failed or conditioned being shown, and also the percentage.

From this it appears there were so failed or conditioned—

In the first-year A. M. class.....	35.71%
In the first-year P. M. class.....	36.90%
In the first-year entire class.....	35.63%

In the second-year A. M. class.....	50. %
In the second-year P. M. class.....	38.89%
In the second-year entire class.....	40.63%

In the third-year A. M. class.....	60. %
In the third-year P. M. class.....	13.33%
In the third-year entire class.....	18.82%

The percentage of similar failures or conditions for—

Special students A. M. class.....	50. %
Special students P. M. class.....	31.25%
Special students entire class.....	36.36%

The average percentage so failed or conditioned—

In all A. M. classes is.....	47.50%
In all P. M. classes is.....	29.05%
In all students, all hours, is.....	31.51%

The average proportion so failed or conditioned for all classes appears to be but slightly less than one-third—namely, 31.14%—and the A. M. students show 18.47% more of such defects than the P. M. students.

The reason for the superiority of the P. M. class must be found in greater maturity of men enrolled and greater earnestness, as almost all are self-supporting. Many of the A. M. men are of the highest excellence, but some are young and not self-supporting, and in these smaller morning classes two or three defective students greatly impair the percentage of scholarship for the class. Something, too, must be accorded to the stimulus of a large and eager class which affects almost all its members. The tests and examinations for the various classes are the same.

Average Percentage of Scholarship.

A brief table of average scholarship has been prepared, and is submitted. The average of all students is 75.29%. It is encouraging to find the average lowest (among classes) in the first year; that there is

a marked increase (2.66%) in the second and third years, and a still further rise of 1.20% in the candidates for the master's degree.

The special students, most of whom are not candidates for a degree because of deficiency in preparatory education, as might be expected, on an average fall markedly below the general average, being 6.84% below that standard.

The table of these percentages of scholarship is herewith submitted:

Average Yearly Percentage of Scholarship Students, 1912-1913.

First year.....	73.61
Second and third years.....	76.27
L.L. M.....	77.47
Total candidates for degrees.....	75.89
Special	68.35
Total all students.....	75.29

A table of the ages of students has been prepared:

Students counted (one review student omitted).....	311 students.
Average age (25.54 years).....	36 "
Below average	147 "
Above average	128 "
Lowest age (18 years).....	3 "
Greatest age (46 years).....	1 "
Below 21 years.....	32 "
Thirty years or over.....	48 "

The continuance and return of students is shown by the annexed table. The loss is heaviest between the first and second years, as might be expected:

Survival of Students, 1912-13.

	1st year.	2d year.	3d year.	L.I. M.	Spec.	And.	Review.	Total.
Gross registration	113	65	89	5	43	3	1	312(a)
Registration at end of year.....	83	60	70	3	28	1	1	245(d)
Loss during year.....	30	5	16*(b)	2	12(c)	2	0	67
Returned 1913-14	71	48	18	1	13	0	0	151

* 11 by graduation at fall and winter convocation.

(a) 7 counted twice.

(b) 3 continued as specials or L.I. M.

(c) 3 counted both as special and L.I. M.

(d) 1 counted twice.

A table has been prepared, and is herewith submitted, showing the gross registration for A. M. and P. M. classes, for early 7.50 A. M. classes, and in the various classifications of students.

It shows 65 students in the ordinary A. M. classes and 247 in the P. M., thus showing the ordinary morning classes as containing about 20.83% of the whole attendance, or about one-fifth.

The table is as follows:

Classes.	A. M.	P. M.	Total.
I.	32	81	113
II.	10	55	65
III and IV.....	11	78	89
LL. M.	2	3	5
Special	12	31	43
Auditor	0	3	3
Review	0	1	1
Counted twice	—	—	—
Total.....	65	247	312

Early A. M., 7.50 to 8.40, not included in other A. M., 84.

The University, on the recommendation of the Department of Law, during the year 1912-13 conferred 68 degrees, of which the following brief table gives a more detailed account:

LL. B.:			
Fall .....	.....	.....	3
Winter .....	.....	.....	10
Commencement .....	.....	.....	52
B. L.:			
Winter .....	.....	.....	1
Commencement .....	.....	.....	1
LL. M. .....	.....	.....	1
			68

The rules for admission are in accord with the requirements of the Association of American Law Schools. The requirements of many of the schools belonging to that Association have been advanced beyond that standard by one or two years of college work. That the Association will advance its standard in the near future seems indicated.

Very respectfully,

CHAS. N. GREGORY,
Dean, *Department of Law.*

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit the following report of the conduct of the Department of Medicine for the fiscal year ending August 31st, 1913, supplemented by facts relative to the Department of Medicine from August 31st up to the present date.

The motive which has dominated the action of the Faculty of Medicine during the past year has been the continuance of its policy to improve and systematize the teaching and the facilities of the Department for its students and maintain the expenses of the Department within its income.

While the Department of Medicine has now six fully equipped laboratories in which the teaching of Anatomy, Bacteriology and Pathology, Chemistry, Histology and Embryology, Physiology and Pharmacology, and Physiological and Clinical Chemistry are carried on, it will be necessary before the beginning of next session to double the size of the laboratory for physiological and clinical chemistry and increase the physiology laboratory by about one-half. This increase in the size of the laboratories will be required on account of the increase in the size of the first and second year classes.

The Library has been quite extensively added to during the last year, both by purchase and contributions. The Library is now in excellent condition, and is well looked after by Dr. Craig, the Librarian.

As reported last year, the Museum has not yet been developed in equality with the library and laboratories. A full-time teacher has now been employed in Pathology, and is actually engaged in the preparation of new specimens, and this will add materially to the value of the Museum for medical purposes.

The curriculum for the third and fourth year classes was materially rearranged for the past session, thereby increasing the amount of clinical work in our own hospital and decreasing the work in distant institutions.

The past year, like the preceding three years, has shown a steady and gratifying increase in the number of matriculants.

¹ In my first year as Dean, session 1909-10, there were but 15 matriculants; in 1910-11 there were 32; 1911-12, 39, and in 1912-13 there were 67. The increase from 15 to 67 is considered excellent.

In conformity with the requirements of the American Medical Association and the Association of American Medical Colleges, one year of college work in physics, chemistry, biology, and a modern language will be required after the 1st of January, 1914. To meet this pre-medical college requirement, a pre-medical college year will be given next session in the Columbian College.

This connection will tend to bind more closely together the Department of Arts and the Department of Medicine in the University, as all high school graduates who intend to study medicine, instead of going directly to the Department of Medicine, must first take a college year,

and this should bring to the Department of Arts a considerable number of students from outside as well as in the District.

Students non-resident in the District of Columbia are probably more numerous in the Department of Medicine than in any other Department of the University.

In our first-year class 25 States and 7 foreign countries were represented.

The geographical distribution of students for 1912-13 whose homes are outside the District is as follows:

	1st year.	2d year.	3d year.	4th year.	Total.
Connecticut	I	..	..	..	I
California .....	..	..	I	I	2
Dist. of Columbia..	15	5	8	4	32
Florida .....	..	..	I	..	I
Illinois .....	..	I	..	..	I
Iowa	I	..	..	..	I
Indiana	I	..	..	..	I
Massachusetts	I	..	..	..	I
Minnesota .....	..	I	I	..	2
Maryland	3	..	..	I	4
Maine .....	..	2	..	..	2
Montana	I	..	..	..	I
New Hampshire...	..	..	I	..	I
New York...	7	3	3	I	14
North Carolina....	..	2	I	..	3
New Jersey....	2	..	I	..	3
Nebraska .....	..	..	I	..	I
Ohio .....	..	I	..	I	2
Pennsylvania	2	3	3	I	9
Rhode Island.....	I	..	..	..	I
South Carolina....	..	..	..	I	I
Virginia	3	I	2	I	7
West Virginia....	I	I	..	..	2
Wisconsin	I	..	..	..	I
Washington	I	..	..	..	I
Australia .....	..	..	I	..	I
Cuba .....	..	..	I	..	I
China .....	..	..	I	..	I
Porto Rico.	2	..	..	..	2
Panama	I	..	..	..	I
Russia	I	..	..	..	I
France	I	..	..	..	I
	—	—	—	—	—
	46	20	26	11	103

The wide distribution of students is particularly gratifying, and shows that the Medical Department is receiving students from all parts of the United States. This flow of students should, after 1913-14, be directed to the Department of Medicine through the Department of

Arts, for if proper standards are maintained and adequate standing before the American Medical Association and other medical and educational bodies is continued, this flow of students from all parts of the United States should as steadily increase in the Department of Arts as has the flow of students to the Department of Medicine in the last four years. I am fully convinced that under existing conditions within five years from 50 to 75 students will be taken into the pre-medical course in the Department of Arts, for students are the best advertisement of a school, and non-resident students from one department, returning to their homes, induce other students to come to other departments of a University.

The University conferred the degree of Doctor of Medicine on 10 students during the past year. The small number of graduates was due to the small number of matriculants in the panic year of the institution, 1909-10.

The standing of graduates before State boards during the past year, while excellent, was not as good as of preceding years.

In 1911 we had but 5.7% of failures. In 1912 we had 14.9% of failures. This increase in failures was partly due to the repeated failures of a single student who failed three times before State boards, which failures were counted, of course, as though they were three different men who failed. This student was one of the last group of students who, after failing at the regular spring examinations, was given a re-examination in the fall, and allowed to graduate at the Fall Convocation. Now that the method of re-examination and graduation at fall and mid-winter convocations has been discontinued, the probability of such failures will be greatly reduced.

The clinical service in the University Hospital and Dispensary has been materially increased and better correlated with the teaching in the school.

In this connection the report of the Examiner of the American Medical Association is to be given attention, as reported last year: "It is to be regretted that the University Hospital does not afford larger clinical facilities, and it is to be hoped that at an early date you may find it possible to erect the proposed addition."

To overcome this deficiency in our own clinical facilities, every effort has been made to correlate properly our clinical instruction in near-by hospitals, namely, Garfield, Emergency, Columbia, and Children's Hospital. It is to be hoped that an increase in the hospital and dispensary may be had, and in my opinion a determined effort should be made to build an addition to the hospital, particularly of clinical wards. There is sufficient ground upon which to build, and an addition of clinical wards and a larger dispensary would place the medical school in a much better position relative to other schools which have larger clinical facilities.

Relative to the finances of the Hospital, it is interesting to note the

steady increase in income from pay patients and other sources. The income for the last four fiscal years is as follows:

1909-10.....	\$35,533.10
1910-11.....	41,453.94
1911-12.....	49,294.01
1912-13.....	52,765.73

This shows a steady increase from \$35,000.00 to \$52,000.00 income within the time named.

With its present capacity the Hospital has doubtless reached the maximum of income.

In connection with this increase of income, it is to be noted that the appropriation from Congress for the year when I first became Dean was \$2,000.00. In 1911-12 it was raised to \$3,000.00, 1913-14 to \$4,000.00, and the Board of Charities has recommended for next year an increase to \$5,000.00. Altogether the past year gives an excellent financial showing for the Hospital in that it received a legacy of \$3,865.37, an appropriation increase of \$1,000.00, cleared above all expenses \$4,101.80, while during the same year a Nurses' Home was purchased and a cash payment of \$5,000.00 made upon it, of which \$1500.00 was contributed by the Board of Lady Managers, the remainder being loaned from the Medical Department surplus to the Mary E. Jacques Legacy, which legacy, it was advised, should be used for the purchase of a Nurses' Home, that being the most crying need of the Hospital.

This leaves a debt of \$7,000.00 upon the property, with an interest obligation of \$350.00. Negotiations are now in progress for the purchase of an addition to the Home, and this can be readily done, as the Board of Lady Managers have adopted the policy of turning in all moneys received by them in excess of the annual dues toward the payment for and extension of the Nurses' Home.

In spite of the increased expense incident to improving and maintaining the facilities of the Medical Department during the fiscal year 1912-13, the Department of Medicine, including the Department of Dentistry and the University Hospital, all of which are treated as a unit, succeeded in meeting all obligations, including the University assessment, and had a balance of \$4,485.57.

On account of the increased expenditure for the employment of full-time teachers and the decrease in attendance which is expected in 1914-15, when the entrance requirements will be raised, the surplus of the Department of Medicine should be carefully held for future emergency.

The increase in the number of students this year, and the further increase expected in 1913-14, will in a measure offset the increased expenditure, but to what extent the raising of the standards for admission will affect the revenue in 1914-15 is uncertain. As all reputable medical schools in the United States will raise their requirements for

admission to at least one year of college work, students will be obliged to either accept the situation or will be forced into a poorer class of medical schools. It is not believed that the latter result will follow to any large extent, as a diploma from a low-grade school will be of little value to the holder.

Although the Medical Department will undoubtedly suffer in number, due to the increased requirements, this loss, so far as the University is concerned, will in part be offset by the fact that a number of students who intend to study medicine will take a pre-medical course in Columbian College, and while the revenue of the Department of Medicine may be decreased, the revenue of the University will perhaps not be materially lowered.

Respectfully submitted,

W. C. BORDEN, *Dean.*

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit to you a report on the Department of Dentistry for the academic year 1912-13.

The teaching staff consisted of 10 professors, 11 associate professors, 6 instructors, 1 lecturer, and 3 demonstrators.

The student body consisted of 70 matriculants, 60 of whom completed the full year's work. Of the Senior Class, 14 in number, 13 graduated and 1 failed.

It is the intention of the Faculty to conform, if possible, with the law of the State of New York, which requires that all teaching be completed by 6 P. M. It is of importance that we conform with the law in order that our graduates may be enabled to enter on immediate practice in the State of New York without being compelled first to study further in some school registered by the State. If the bulk of our work is completed by 6 P. M., our application for registration will be given consideration, and a plan is being matured by which this is to be accomplished.

It gives me pleasure to inform you, from a report of the National Association of Dental Examiners, that our graduates of 1910-11 and 12 passed the different tests required of them in the various States where they have gone to practice.

J. ROLAND WALTON, *Dean.*

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to present the following report of the work in the National College of Pharmacy for the academic year 1912-1913:

The session of 1912-1913 began on September 19, 1912, and closed May 5, 1913. At the close of registration in the last week of October, 1912, the number of students in attendance in all classes was 69. By classes they were divided as follows: freshmen, 28; juniors, 23;

seniors, 15, inclusive of one reinstatement in January, 1913. Students taking special courses numbered 4—1 in Pharmacy and 3 in Chemistry. There were 64 men and 5 women. Of the 69 students 8 were employed by the General Government; 2 were non-resident students not in employment; 59 were employed in pharmacies.

Of the students admitted to the freshmen class 12 were conditioned and 16 were unconditioned. The 16 included 4 students admitted in May, 1912, when the requirement for one year in high school, or the equivalent thereof, was still in force. The other 12 of the 16 admissions were on certificates showing two years or more of high-school instruction.

At the close of the session 23 freshmen qualified for examination; 15 were advanced to the junior class without conditions; 8 were required to repeat one or more subjects in the freshman year.

The junior class numbered 22 who were qualified for examination for advancement to the senior class; 14 were advanced without conditions, and 8 were required to repeat one or more subjects in the junior year.

* Fifteen senior students were qualified for examinations; 1 did not appear; 14 were examined, and 11 were recommended to the George Washington University for the degree of Doctor of Pharmacy.

The quality of work and progress made by the several classes was satisfactory. Falling off in attendance during the course was very light. In all 8 students left the school, their reasons for leaving being change of vocation and departure from the city. In one case withdrawal from the College was encouraged. By classes the loss was as follows: freshmen, 5; juniors, 1; special, 2.

The following table shows the percentage of correct answers made by the three classes, including only students that were passed unconditionally:

Freshmen, highest possible percentum of correct answers for the four branches in this course.....	400
Lowest passing percentum.....	220
Highest percentum of correct answers received.....	331
Lowest percentum of correct answers received.....	231
Average for the class advanced.....	231
Juniors, highest possible percentum of correct answers for the five branches in this course.....	500
Lowest passing percentum.....	300
Highest percentum of correct answers received.....	434.8
Lowest percentum of correct answers received.....	334
Average for the class advanced.....	368
Seniors, highest possible percentum of correct answers for the seven branches in this course.....	700
Lowest passing percentum.....	525
Highest percentum of correct answers received.....	661.4
Lowest percentum of correct answers received.....	537.5

Average for the 11 recommended to the University for the de- gree of Phar. D.....	587.1
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Of the 12 conditioned students admitted to the freshman class 4 have discharged the condition imposed as required before matriculation, and certificates to this effect have been received from accredited schools; 3 have left the college, and 5 are now in the junior class, beyond which they cannot advance until the entrance conditions have been discharged.

The policy of the trustees of the college in making liberal appropriations for purchase of apparatus toward keeping the laboratories fully supplied with all materials necessary to carry out properly the required work has been in continuous and effective operation. The faculty consists of seven professors and three assistants.

Respectfully submitted,

H. E. KALUSOWSKI, *Dean.*

TO THE PRESIDENT OF THE UNIVERSITY.

SIR: I have the honor to submit herewith a report on the College of Veterinary Medicine:

The year September 1, 1912, to September 1, 1913, was the fifth of its existence as an associate college of The George Washington University, the enrollment of students for that year being as follows:

Seniors	10
Juniors	19
Freshmen	9
Total.....	38

These students were admitted on the following terms:

Certificate of diploma.....	12
Credit for second-grade civil service examination.....	12
Regular entrance examination.....	14
Total.....	38

The enrollment of 9 freshmen was gratifying in view of the fact that these men entered on a four-year course, the lengthening of the course to four years being thought advisable because, under the three-year régime, it was found impracticable to cover, in a comprehensive manner, the numerous subjects necessary to complete a full course in Veterinary Medicine given after 5 P. M.

The greater percentage of the students of this college are Government employees, and the personnel is probably much higher than that of other schools of Veterinary Medicine. With the lengthening of the course the requirements of graduation have been increased. These

demands have been met by the students so affected in a very satisfactory manner, and the quality of scholarship maintained by our student body is very gratifying to the Faculty.

Financially the school is on a sound basis, gradually adding to its equipment, obtaining all the paraphernalia essential to the proper instruction of its students.

Respectfully submitted,

D. E. BUCKINGHAM, *Dean.*